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ABSTRACT

This report describes a project to explore video technology as a tool for career competency achievement. It discusses the following project outcomes: evaluation of 98 videotapes by 398 counselors in 20 national workshops, based on the National Career Development Guidelines (NCDG); counselor training in the use of videos for career development; establishment at Colorado State University of a clearinghouse on video usage; and provision of feedback on the evaluations to 38 video producers, along with a copy of the NCDG. Comparative ratings of the 98 videos are arrayed in a chart. For each title, the following are given: consumer rating on a 1-10 scale; number of evaluators; ratings and rankings of overall quality, instructional effectiveness, and production quality; cost; publication date; audience; NCDG content area; length; publisher; and rating of ability to increase the achievement of NCDG competencies. Names and addresses of publishers are provided. Appendices are as follows: results of a survey of workshop participants; two wish lists for future videos needed from producers; National Career Development Association guidelines for the preparation and evaluation of video career media; and list of evaluators. Content descriptions of the 98 videos and a list of the 12 NCDG competencies complete the document. (NLA)

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PRODUCER'S REPORT

VIDEO USAGE IN CAREER DEVELOPMENT PROJECT

*Provide 20 Training Workshops Related to the National Career Development Guidelines
*Evaluation of 98 Career Development Videotapes
*Establish Career Development Video Clearinghouse
*Status Report on Video Usage in Career Development
*Orient 38 Producers to National Career Development Guidelines and Competencies
*Provide Input and Leadership to Establish the National Career Development Association's Guidelines to the Preparation and Evaluation of Video Career Media
*Follow up with 398 Counselor/Career Development Specialists Who Served as Video Evaluators
*Follow up with 38 Producers

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Acknowledgements

Many individuals provided considerable support to this project. Success is attributed to their leadership, support and willingness to work beyond the task. Mary Beth McCormac and Walt Webb provided the original trust believing that as the National Guidelines were making significant impact, new tools were needed to provide career development competency achievement. Joe Vasos taught the project director to see the power of video as coordinators of the 20 training workshops gathered audiences to learn about the National Career Development Guidelines, video usage and complete video evaluations.

Katie Kirkham, Brent Jacobsen, Nancy Wise, Jean Lamm, Eli Cobb, Peg Cancilla, Karen Kilk, Debbie Blattenbauer, Julie Miller, BJ Keen, Joe Cancilla and Brian Cobb proved invaluable in getting the project through its various stages. From technical editing, cataloging and data analysis, training, and carrying VCR's from one corner of the project to the other many contributed without compensation. Phyllis Beard is credited with the design and quality of the summary profiles, utilizing many more fonts that one should ever deliver. Her willingness to make adjustments cannot be applauded enough. Jim Harris of the Colorado SOICC and Betty Bloom are responsible for the behind the scenes budgeting support which kept the project within budget.

Over 398 counselor/career development professionals completed seven hours of training and video reviewing intend on advancing product quality supportive of comprehensive guidance programs and the National Career Development Guidelines. To the 38 participating video producers allowing their products to be rated by a new and foreign process I offer my most sincere acknowledgement.

To all I offer my sincere appreciation, and dedicate to you the frequent flyer miles accrued during a project which cut across the national guidance community. A community of committed professionals willing to consider video usage as a method of meeting increased needs during a time of decreasing resources. May this project offer support to the creation and utilization of video technology within career development.

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Rich Feller
Ft. Collins, CO

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Project Overview

Background

The National Career Development Guidelines have provided the guidance, counseling and career development community with a rallying voice from which to promote and improve guidance programs nationwide. During an era of school restructuring and massive transformation of the workplace, career development has become an organizing theme which many policy makers, educators, and human resource specialists look to in search of answers. Few would argue that the career development needs of students and workers receive enough attention. Content areas of self knowledge, educational and occupational exploration and career planning need to be a part of everyone's learning experience. Fortunately educational institutions and employers are embracing career development as a lifelong developmental process that can be influenced by comprehensive and developmental programs. Career development is finding a home within the schoolplace, the workplace and in the community.

The National Occupational Information Coordinating Committee (NOICC) fostering much of the development of the National Guidelines has become a strong force in counselor training and the career development process. NOICC's many research, training and dissemination efforts have led to the promotion and improvement of both the demand for and facilitation of labor market and career information. This project is one such example.

While the National Career Development Guidelines have provided a process for program development and improvement, video technology has made great strides in helping to deliver information across the curriculum areas. Hundreds of videotapes are made available by an expanding number of video producers. Prior to the time of this project little had been collected about video usage in career development and few formal evaluations or attempts to standardize the evaluation process had been identified.

While counselors were know to be targets of significant marketing efforts by producers, little attention to the issues related to video usage in career development had been provided. And as the guidance curriculum has regained its status and importance it seemed necessary to assist guidance program developers with information about the potential usefulness of video technology.

NOICC with interest in providing processes from which counselors could provide quality information to an increasing number of students/clients at all levels K-Adult saw fit to fund this project and the following objectives:

a. provide training related to the National Career Development Guidelines while introducing the National Career Development Competencies
b. explore video technology as a tool through which career competency achievement could be improved
c. provide leadership in the development of video evaluation techniques
d. promote the development of guidelines related to the development of career development videotapes
e. collect data on counselor/career development professionals video usage in career development
f. assist producers in the development of quality video products that relate to career development competencies

g. provide training related to video usage in career development.

Training Effort

Twenty workshops were held throughout the United States for 398 counselors and career development professionals between October 1990 and November 1991. Titled "Video Usage in Career Development" workshops were held in the following cities:

Long Beach, CA	October 23, 1990
Baltimore, MD	October 31, 1990
Portland, OR	November, 7, 1990
Tallahassee, FL	January 15, 1991
Conway, SC	February, 12, 1991
Albuquerque, NM	March 22, 1991
Milwaukee, WI	April 15, 1991
Seattle, WA	May 3, 1991
Salt Lake City, UT	May 6, 1991
Rochester, MI	May 17, 1991
Lansing, MI	May 20, 1991
Ft. Collins, CO	June 14, 1991
Bismarck, ND	August 14, 1991
Ft. Collins, CO	October 4, 1991
Ft. Collins, CO	October 5, 1991
Ft. Collins, CO	October 15, 1991
Denver, CO	October, 18, 1991
San Diago, CA	November 8, 1991

Recruiting information about each workshop listed the following purposes:

1. Participants view seven career development videotapes useful with students.
2. Participants learn to be better consumers of career development videos, evaluate tapes with a standardized form, and discuss how videos can be used in a career development program.
3. Evaluations are entered into a national databank.
4. Participants learn of the National Career Development Guidelines, receive copies of the National Career Development Competencies and evaluate videotapes according to the competencies within the content areas of Self Knowledge, Educational and Occupational Exploration and Career Planning

Thirty eight producers who allowed their videotapes to be evaluated were sent copies of the National Career Development Competencies along with a copy of the Career Development Video Reviews Evaluation Form. With information about the National Guidelines, the project's goals and encouragement to attend to overall quality, instructional effectiveness and production quality it is hoped that producer's will be even more consumer conscious as well as competency focused as they develop the next wave of videotapes. Producers attending to needs of the field and quality issues can expect to see a greater response from consumers as video usage continues to expand. Additionally, students and clients can expect to see more competency based career development tools available as the guidance curriculum, career development and self directed learning tools become more accessible.

Numerous producers and counselors learning about the project requested additional material and evaluation forms during the project.
The National Career Development Association, a long time leader in product review and standards development, had concurrently been working to develop a

document titled Guidelines to the Preparation and Evaluation of Video Career Media. Many of the lessons learned from this project were directly incorporated into that document. That document partially authored by the director of this project is included within this report.

Videos Selected for Evaluation

With the increasing abundance of videotapes related to self knowledge, educational and occupational exploration and career planning available to counselors 98 videotapes were formally reviewed by this project. Potential videotapes were collected from personal contacts with producers, solicitation through announcements in professional newsletters and through direct letter contact with major producers. While there appears to be a dearth of videotapes developed for elementary students and older adults, a vast array of videos are available for students in the traditional junior and senior high age range. In many cases producers seem to hesitate to target their videos to specific audiences. The project intentionally sought out a wide range of producers, a varied range of topical areas related to career development and a variety of videotapes with differing video techniques, lengths and prices. Only videos designed for the education market were included as were videos that could stand alone. While many videos are part of a series they were included only if they were sold as individual units.

Evaluation Effort

Each video was evaluated by at least 20 counselor/career development professionals using an evaluation titled Career Development Video Reviews Evaluation Form developed by the project staff. Each reviewer completed similar training prior to evaluation of the videotapes. Results were compiled to create three scores. Overall rating indicated the score for the evaluators overall rating of the videotape. Instructional effectiveness combined scores from evaluation of videotape content, effectiveness and social orientation. Production quality rating combined scores from evaluation of authenticity, instructional design, audio, visual and market value. Each video was also rated for its ability to increase the "intended viewer's" achievement of each National Career Development Competency.

Status Report on Video Usage

As reported within the Counselor/ Career Development Professionals Survey within this document one can suggest that at this point in time much can be done to improve and expand the use of video technology. While training in video usage is not commonplace many schools and organizations seem to be initiating projects related to video development. One SOICC has indicated that as a result of the training provided it will develop a video career lending library. More than half of video users identified indicate that they use video within group guidance/ workshops and class instruction. A lack of money, a lack of knowledge about which videos are available and limited finances were the three most frequently mentioned reasons for limited use of video in a counselors work. Less than 12 percent of counselors have used interactive video and only 45 percent have seen an interactive video. Forty-three percent of participating counselors were aware of the National Career Development Guidelines prior to this training.

Clearinghouse on Video Usage in Career Development

During this project a clearinghouse for video usage in career development was established at Colorado State University in attempt to provide information and project results as they were being developed. Considerable time was spend in

consultation with producers and video developers as they sought to learn about product comparisons, market research and consumer needs. Non-partisan support was provided to organizations seeking financial support from foundations and agencies. Viewers were also permitted to view any of the 98 videos housed within the project clearinghouse. Because of the concern for pirating and to protect the integrity of the project no videos are allowed out for loan. A video festival which highlighted 32 videotapes was conducted by the clearinghouse at the National Career Development Association Convention in San Antonio in January 1992. During the Software and Technology Festival at the 1992 American Association for Counseling and Development Convention in Baltimore, the projects results were disseminated.

Follow Up

All 38 producers participating in the project received copies of the Videotape Profile Summary Sheets related to the videotapes they produced. This allowed each producer to correct and update any information included within the project. It also allowed each producer to receive a copy of the National Guidelines and Career Development Video Reviews Evaluation Form. Each producer has also received a report on the project as has each of the 398 videotape evaluators.

Comparative Ratings of Career Development Video Tapes

EXAMPLE

TITLE		CONSUMER RATINGS of OVERALL SCORE									
			Excellent		Above Average			Acceptable			Poor
America's Hospitality Industry	Consumer Rating		10	9	8	7	6	5	4	3	2	1
		21	0	1	3	3	3	8	1	0	2	0

Overall: C-(81/98) Instruct: B-(57/98) Product: C+(67/98)

Consumer Rating - the number of evaluators selecting the overall score from each score ranging from 1(poor) to 10 (excellent). In this example 3 evaluators rated this tape with an overall score of 8.

N - Number of evaluators evaluating the video. 21 evaluators rated this video.

Overall - A rating and ranking of Overall Quality. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Overall Quality rating was a C- and ranked 81 of 98 videos reviewed.

Instruct - A rating and ranking of Instructional Effectiveness. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Instructional Effectiveness rating was B- and ranked 57 of 98 videos reviewed.

Product - A Rating and ranking of Production Quality. Ratings range from A+ to D+ and rankings from 1 of 98 to 98 of 98. This tape's Production Quality rating was C+ and ranked 67 of 98 videos reviewed.

Cost:	$9.95	Length:	6:43
Publ. Date:	1987	Publ.Code:	HatRest
Audience:	H.S.--Adult		
NOICC Cat.	C. P.	NOICC Comp:	A: 0
			B: 8

Cost - The purchase price

Publ. Date - Date of Publication

Audience - Producers identified their intended audience from four options (Elementary, Middle/Junior, High School and Adult)

NOICC Cat. - Producers identified the NOICC content area most related to the video from three options (Self Knowledge, Educational and Occupational Exploration, and Career Planning)

Length - Length of video in minutes and seconds

Pub. Code - Abbreviation for Publisher (see Publisher Code and Address List section of this report for the publisher's address)

NOICC Comp - Each video was rated according to it's ability to increase the "intended viewer's" achievement within each of the 12 NOICC career development competency areas (see the Career Development Evaluation form for descriptions). An "A" rating indicates those competencies which received scores two standard deviations above the mean for that competency. A "B" rating indicates those competencies which received scores more than one and less than two standard deviations above the mean for that competency.

TITLE	CONSUMER RATINGS of OVERALL SCORE												
			Excellent		Above Average			Acceptable			Poor		
		N	10	9	8	7	6	5	4	3	2	1	
America's Hospitality Industry	Consumer Rating	21	0	1	3	3	3	8	1	0	2	0	Cost: $9.95 Publ. Date: 1987 Audience: H.S.--Adult NOICC Cat. C. P. Length: 6:43 Publ.Code: NatRest NOICC Comp: A: 0 B: 8
	Overall: C-(81/98) Instruct: B-(57/98) Product: C+(67/98)												
Are You Ready	Consumer Rating	22	4	7	7	3	0	1	0	0	0	0	Cost: Free (to non-profit org.) Publ. Date: 1990 Audience: Middle/Jr.--H.S. NOICC Cat. C. P. Length: 30:00 Publ.Code: JCPenney NOICC Comp: A: 0 B: 1-12
	Overall: A (12/98) Instruct: A (17/98) Product: B+(33/98)												
Basic Guide to Resume Writing and Job Interviews, The	Consumer Rating	21	2	3	7	5	3	0	0	0	0	0	Cost: $89 Publ. Date: 1988 Audience: H.S.--Adult NOICC Cat. E. & O. Ex. Length: 45:00 Publ.Code: Advantag NOICC Comp: A: 7 B: 2, 6, 12
	Overall: B+(31/98) Instruct: B+(37/98) Product: B (47/98)												
Be Your Best Self: Assertiveness Training	Consumer Rating	20	4	4	11	0	0	1	0	0	0	0	Cost: $189 Publ. Date: 1989 Audience: Middle/Jr.--H.S. NOICC Cat. S. K. Length: 35:00 Publ.Code: Sunburs NOICC Comp: A: 2, 9 B: 1, 5
	Overall: A (10/98) Instruct: A+(9/98) Product: A (18/98)												
Better Jobs: Using the OOH	Consumer Rating	22	0	0	2	3	3	5	2	4	3	0	Cost: $95 Publ. Date: 7/90 Audience: H.S. NOICC Cat. E. & O. Ex. Length: 19:37 Publ.Code: Meridi NOICC Comp: A: 6 B: 4, 7, 8, 12
	Overall: D+(91/98) Instruct: D+(94/98) Product: D+(90/98)												
Black College White College: A Matter of Choice	Consumer Rating	20	3	4	9	1	1	1	1	0	0	0	Cost: $79 Publ. Date: 1991 Audience: H.S.--Adult NOICC Cat. E. & O. Ex. Length: 14:00 Publ.Code: Guidanc NOICC Comp: A: 9 B: 1-6, 8, 10-12
	Overall: A-(20/98) Instruct: B+(39/98) Product: A+(8/98)												
Black, Male and Successful in America	Consumer Rating	39	9	7	6	5	6	2	3	1	0	0	Cost: $85 Publ. Date: 1990 Audience: Middle/Jr.--H.S.--Adult NOICC Cat. S. K. Length: 14:00 Publ.Code: Guidanc NOICC Comp: A: 0 B: 1-5, 10-11
	Overall: A-(28/98) Instruct: B+(30/98) Product: A-(28/98)												
Building Self-Confidence	Consumer Rating	21	2	4	6	6	1	1	1	0	0	0	Cost: $199 Publ. Date: 1990 Audience: Middle/Jr.--H.S. NOICC Cat. S. K. Length: 38:00 Publ.Code: Sunburs NOICC Comp: A: 1 B: 2-3, 5, 9
	Overall: A-(27/98) Instruct: A (19/98) Product: A (19/98)												

TITLE

Career Exploration for the 90's

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
22	0	0	1	9	5	6	0	0	1	0

Overall: C (75/98) Instruct: C (75/98) Product: C-(89/98)

Cost: $249
Publ. Date: 1990
Audience: Middle/Jr.--H.S.
NOICC Cat. E. & O. Ex.

Length: 47:00
Publ.Code: Sunburs

NOICC Comp: A: 0
B: 1, 3, 6-12

Career Journey, The

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
27	1	3	3	7	5	2	3	2	0	1

Overall: C+(69/98) Instruct: C+(67/98) Product: B (48/98)

Cost: $345
Publ. Date: 1984
Audience: Jr.--H.S.--Adult
NOICC Cat. E. & O. Ex.

Length: 28:00
Publ.Code: MediaG

NOICC Comp: A: 0
B: 4, 6, 8, 10

Career Tracks

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
23	0	5	7	5	2	3	0	0	0	1

Overall: B (42/98) Instruct: B-(56/98) Product: B-(56/98)

Cost: $12.50
Publ. Date: 1986
Audience: Middle/Jr.--H.S.
NOICC Cat. E. & O. Ex.

Length: 18:00
Publ.Code: NATEF

NOICC Comp: A: 0
B: 4-5, 8, 11-12

Careers for the 21st Century, Vol. 1, Program 1

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
31	6	6	6	4	3	2	1	1	0	2

Overall: B-(49/98) Instruct: A-(22/98) Product: B+(30/98)

Cost: $75 ea or $360/set-12
Publ. Date:
Audience: Middle/Jr.--H.S.
NOICC Cat.

Length: 15:00
Publ.Code: Takeoff

NOICC Comp: A: 0
B: 1-12

Careers for the 21st Century, Vol. 1, Program 5

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
32	1	11	10	5	2	1	0	2	0	0

Overall: A-(26/98) Instruct: B-(53/98) Product: B (45/98)

Cost: $75 ea or $360/set-12
Publ. Date:
Audience: Middle/Jr.--H.S.
NOICC Cat. E. & O. Ex.

Length: 15:00
Publ.Code: Takeoff

NOICC Comp:A: 11
B: 1, 3-6, 8-10, 12

Careers in Biotechnology & Genetic Engineering

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
20	3	3	6	5	1	1	1	0	0	0

Overall: A-(25/98) Instruct: A (11/98) Product: B-(54/98)

Cost: $90
Publ. Date: 1989
Audience: H.S.--Adult
NOICC Cat. E. & O. Ex.

Length: 29:00
Publ.Code: CareerP

NOICC Comp: A: 4
B: 6-8, 11-12

Careers in Caring

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
21	1	4	5	5	2	2	0	1	0	1

Overall: B (45/98) Instruct: B (41/98) Product: B-(52/98)

Cost: $55
Publ. Date: 1990
Audience: H.S.--Adult
NOICC Cat. E. & O. Ex.

Length: 12:30
Publ.Code: TheMedia

NOICC Comp: A: 0
B: 4, 6, 8, 10-12

Careers in Robotics

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent 10	9	Above Average 8	7	6	Acceptable 5	4	3	Poor 2	1
20	4	6	5	3	0	1	1	0	0	0

Overall: A (18/98) Instruct: A+(10/98) Product: A-(25/98)

Cost: $90
Publ. Date: 1989
Audience: H.S.--Adult
NOICC Cat. E. & O. Ex.

Length: 29:00
Publ.Code: CareerP

NOICC Comp: A: 0
B: 4, 6, 8

TITLE — **CONSUMER RATINGS of OVERALL SCORE**

Careers in Transportation & Material Moving

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
21	2	1	7	2	5	0	3	1	0	0

Overall: B (47/98) Instruct: A-(23/98) Product: B (41/98)

Cost: $79.95 ea. or $1,179/set-18
Publ. Date: 1990
Audience: H.S.--Adult
NOICC Cat. E. & O. Ex.

Length: 20:00
Publ.Code: CareerP

NOICC Comp: A: 0
B: 4, 6-8

Careers 2000: Where Do I Fit In

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
22	0	0	4	8	2	2	5	1	0	0

Overall: C+(68/98) Instruct: C-(84/98) Product: C (79/98)

Cost: $99.95 or $275/set
Publ. Date: 1990
Audience: H.S.--Adult
NOICC Cat. C. P.

Length: 25:00/ea (3 pts)
Publ.Code: Technim

NOICC Comp: A: 0
B: 1, 4-6, 9-10, 12

CHOICES: Nontraditional Jobs for the Nineties

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
21	6	10	4	0	0	0	1	0	0	0

Overall: A+(3/98) Instruct: A (13/98) Product: A-(27/98)

Cost: Dup. Cost Only
Publ. Date: 1990
Audience: H.S.--Adult
NOICC Cat. C. P.

Length: 27:00
Publ.Code: NM-SOICC

NOICC Comp: A: 4, 11-12
B: 1, 3, 5-10

Choices in Health

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
23	3	10	6	3	0	1	0	0	0	0

Overall: A (11/98) Instruct: A+(8/98) Product: A (13/98)

Cost: $155
Publ. Date: 1989
Audience: Middle/Jr.
NOICC Cat. E. & O. Ex.

Length: 10:00
Publ.Code: NYStateEd

NOICC Comp: A: 6, 8, 10-12
B: 2-5, 7, 9

Culinary Careers: People, Professionalism, Service

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
23	2	2	7	8	2	2	0	0	0	0

Overall: B+(29/98) Instruct: A (15/98) Product: B+(31/98)

Cost: $25
Publ. Date: 1988
Audience:
NOICC Cat. E. & O. Ex.

Length: 12:00
Publ.Code: AmCulin

NOICC Comp: A: 0
B: 4, 8, 11

Did You Get My Message?

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
21	0	2	0	1	5	4	4	2	2	1

Overall: D+(90/98) Instruct: C-(89/98) Product: C-(80/98)

Cost: $85
Publ. Date: 1987
Audience: Middle/Jr.--H.S.
NOICC Cat. S. K.

Length: 14:00
Publ.Code: EdAssoc

NOICC Comp: A: 0
B: 2, 7

Dynamic Interviewing

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
27	0	4	7	8	3	3	1	1	0	0

Overall: B (46/98) Instruct: B+(31/98) Product: C-(88/98)

Cost: $39.95
Publ. Date:
Audience:
NOICC Cat. E. & O. Ex.

Length: 30:00
Publ.Code: AdminMgt

NOICC Comp: A: 7
B: 2, 12

Effective Answers to Interview Questions

Consumer Rating

N	Excellent		Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
25	0	4	4	4	5	4	0	3	0	1

Overall: C+(59/98) Instruct: C+(65/98) Product: C+(66/98)

Cost: $195
Publ. Date: 1989
Audience: H.S.--Adult
NOICC Cat. C. P.

Length: 35:00
Publ.Code: JIST

NOICC Comp: A: 0
B: 2, 7

TITLE		CONSUMER RATINGS of OVERALL SCORE											
			Excellent		Above Average			Acceptable			Poor		
			10	9	8	7	6	5	4	3	2	1	
Effective Interviewing Skills	Consumer Rating	24	4	1	4	3	2	4	2	1	2	1	Cost: $89 or $399/set-5 Publ. Date: 1991 Audience: H.S.--Adult NOICC Cat. C. P. Length: 25:00 Publ.Code: JIST NOICC Comp: A: 0 B: 2, 7
	Overall: C (71/98) Instruct: C+(60/98) Product: B-(55/98)												
Effective Telephone Techniques	Consumer Rating	22	0	0	0	1	2	2	4	3	9	1	Cost: $89 or $400/set Publ. Date: 1989 Audience: Adults NOICC Cat. E. & O. Ex. Length: 27:00 Publ.Code: JIST NOICC Comp: A: 0 B: 6-7
	Overall: D+(98/98) Instruct: D+(96/98) Product: D+(98/98)												
Entrepreneurship: A Vision for Everyone	Consumer Rating	20	0	1	4	3	8	3	0	1	0	0	Cost: $49.50 Publ. Date: 1989 Audience: Adult (Teacher Inservice; Student Recruitment) NOICC Cat. E. & O. Ex. Length: 25:00 Publ.Code: CtrEduc NOICC Comp: A: 0 B: 1, 3-8, 10, 12
	Overall: C+(65/98) Instruct: C (79/98) Product: C (73/98)												
Finding the Right College	Consumer Rating	20	2	3	4	7	2	1	0	1	0	0	Cost: $98 Publ. Date: 1988 Audience: H.S.--Adult (College Prep) NOICC Cat. E. & O. Ex. Length: 40:00 Publ.Code: CambrC NOICC Comp: A: 0 B: 4, 6, 9, 12
	Overall: B+(32/98) Instruct: A (20/98) Product: B (49/98)												
Fitting In: A New Look at Peer Pressure	Consumer Rating	20	1	0	2	9	3	4	0	0	0	1	Cost: $95 Publ. Date: 1988 Audience: Middle/Jr.--H.S. NOICC Cat. S. K. Length: 25:00 Publ.Code: UnitedL NOICC Comp: A: 0 B: 1-2, 9
	Overall: C+(64/98) Instruct: B (47/98) Product: C+(64/98)												
Four Stages of Interviewing, The	Consumer Rating	27	1	4	6	2	5	4	1	3	1	0	Cost: $98 or $275/set-3 Publ. Date: 1986 Audience: H.S. NOICC Cat. C. P. Length: 30:00/ea-(3) Publ.Code: CambrC NOICC Comp: A: 0 B: 2, 7
	Overall: C+(66/98) Instruct: B+(38/98) Product: B (40/98)												
From High School to College: Choice/Transition	Consumer Rating	20	8	6	5	1	0	0	0	0	0	0	Cost: $100 Publ. Date: Audience: H.S.--Adult (Guidance Counselors/Parents) NOICC Cat. C. P. Length: 40:00 Publ.Code: Carnegi NOICC Comp: A: 0 B: 3-4, 9, 12
	Overall: A+(2/98) Instruct: A+(6/98) Product: A+(3/98)												
Getting a Good Start	Consumer Rating	21	2	0	9	4	1	2	3	0	0	0	Cost: $89.95 or $259/set Publ. Date: 1986 Audience: H.S. NOICC Cat. Length: 14:00 Publ.Code: UnitedL NOICC Comp: A: 0 B: 2, 5
	Overall: B (44/98) Instruct: B-(51/98) Product: B+(35/98)												

TITLE		CONSUMER RATINGS of OVERALL SCORE												
			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Go For It! A Career Video for Early Teens	Consumer Rating	38	3	6	9	4	4	3	2	5	2	0	Cost:	$125
													Publ. Date:	1990
													Audience:	Middle/Jr.
													NOICC Cat.	E. & O. Ex.
	Overall: B-(55/98) Instruct: B (43/98) Product: C+(62/98)													
Got a Job Interview, Learn the Skills	Consumer Rating	20	1	8	5	2	1	1	2	0	0	0	Cost:	$189
													Publ. Date:	1988
													Audience:	H.S.
													NOICC Cat.	E. & O. Ex.
	Overall: A-(24/98) Instruct: A (16/98) Product: A+(9/98)													
Has Anybody Seen Phil? Drama a/ Stress Among Teenagers	Consumer Rating	24	12	4	5	0	1	1	1	0	0	0	Cost:	Free to non-profit org.
													Publ. Date:	1989
													Audience:	Middle/Jr.--H.S.--Adult
													NOICC Cat.	S. K.
	Overall: A+(4/98) Instruct: A (12/98) Product: A+(1/98)													
How to Keep a Job	Consumer Rating	27	3	11	8	4	1	0	0	0	0	0	Cost:	$169
													Publ. Date:	1989
													Audience:	Middle/Jr.--H.S.
													NOICC Cat.	E. & O. Ex.
	Overall: A (13/98) Instruct: A-(27/98) Product: A (17/98)													
I Blew It: Learning from Failure	Consumer Rating	32	0	0	5	7	5	8	4	2	0	0	Cost:	$169
													Publ. Date:	1988
													Audience:	Elementary--Middle/Jr.
													NOICC Cat.	S. K.
	Overall: C (78/98) Instruct: C+(71/98) Product: C (74/98)													
I Like Being Me: Self Esteem	Consumer Rating	24	6	7	9	1	0	0	0	0	0	1	Cost:	$169
													Publ. Date:	1990
													Audience:	Elementary--Middle/Jr.
													NOICC Cat.	S. K.
	Overall: A+(9/98) Instruct: A+(5/98) Product: A+(4/98)													
Identify Your Skills	Consumer Rating	24	0	1	5	4	3	6	1	1	1	2	Cost:	$89 or $399/set-5
													Publ. Date:	1991
													Audience:	H.S.--Adult (2 versions)
													NOICC Cat.	S. K.
	Overall: C-(83/98) Instruct: D+(92/98) Product: C+(68/98)													
Images of Marketing Education	Consumer Rating	21	0	0	4	7	4	3	1	1	1	0	Cost:	$55
													Publ. Date:	1990
													Audience:	Adult
													NOICC Cat.	C. P.
	Overall: C (74/98) Instruct: C-(81/98) Product: C (70/98)													

Length: 8:16	
Publ.Code: NYStateEd	
NOICC Comp: A: 0	
B: 3, 6, 9, 12	
Length: 28:00	
Publ.Code: Sunburs	
NOICC Comp: A: 0	
B: 1-12	
Length: 30:00	
Publ.Code: JCPenney	
NOICC Comp: A: 0	
B: 1-3, 9-10	
Length: 25:00	
Publ.Code: Sunburs	
NOICC Comp: A: 2, 5	
B: 1, 3, 8-10	
Length: 22:00	
Publ.Code: Sunburs	
NOICC Comp: A: 0	
B: 1-2	
Length: 24:00	
Publ.Code: Sunburs	
NOICC Comp: A: 1-3	
B: 5, 9, 11	
Length: 20:00	
Publ.Code: JIST	
NOICC Comp: A: 0	
B: 7, 12	
Length: 13:00	
Publ.Code: TheMedia	
NOICC Comp: A: 0	
B: 4, 8	

TITLE

Impacts of Single Parenting, The

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
24	0	1	8	5	4	3	0	3	0	0

Overall: C+(60/98) Instruct: B 945/98) Product: C-(86/98)

Cost: $45
Publ. Date: February 1990
Audience: H.S.
NOICC Cat. S. K.

Length: 14:52
Publ.Code: Meridi

NOICC Comp: A: 0
B: 3, 10-11

It Only Takes Once

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
34	3	16	10	1	3	0	1	0	0	0

Overall: A (16/98) Instruct: A+(7/98) Product: A+(7/98)

Cost: $189
Publ. Date: None Provided
Audience: H.S.
NOICC Cat. S. K.

Length: 25:00
Publ.Code: Meridi

NOICC Comp: A: 9
B: 1-3, 99

It's a New World

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
24	0	9	4	3	3	4	1	0	0	0

Overall: B+(34/98) Instruct: B-(54/98) Product: A-(29/98)

Cost: $89
Publ. Date: 1989
Audience: Middle
NOICC Cat. E. & O. Ex.

Length: 37:00
Publ.Code: ACE

NOICC Comp: A: 8, 11
B: 1, 3-7, 9-10, 12

Job Connection: Applying for Work

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
23	0	2	3	4	6	4	0	3	1	0

Overall: C (76/98) Instruct: C+(69/98) Product: C (72/98)

Cost: $48
Publ. Date: 1990
Audience: H.S.--Adult (entering or in career transition)
NOICC Cat. C. P.

Length: 15:00
Publ.Code: TheVocSt

NOICC Comp: A: 0
B: 7

Job Hunt & Staying on Track

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
46	0	5	10	9	11	6	4	1	0	0

Overall: B-(54/98) Instruct: C+(66/98) Product: B (42/98)

Cost: $48
Publ. Date: 1990
Audience: H.S.--Adults (entering or in career transition)
NOICC Cat. C. P.

Length: 7:00
Publ.Code: TheVocSt

NOICC Comp: A: 0
B: 6-7

Job Interviewing

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
21	1	3	5	3	2	2	2	2	1	0

Overall: C+(61/98) Instruct: A-(28/98) Product: B+(39/98)

Cost: $275
Publ. Date: 1987
Audience: H.S./Adult
NOICC Cat. E. & O. Ex.

Length: 20:00
Publ.Code: TheMedia

NOICC Comp: A: 0
B: 2, 7

Job Search: Locating Potential Employers

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
21	0	1	2	3	4	4	5	2	0	0

Overall: C-(80/98) Instruct: C-(82/98) Product: C-(81/98)

Cost: $69.96 or $695/set-12
Publ. Date: 1988
Audience: H.S.(JTPA Grads)
NOICC Cat. E. & O. Ex.

Length: 28:49
Publ.Code: JIST

NOICC Comp: A: 0
B: 4, 6-7, 9, 12

Job Search Methods That Get Results

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor	
	10	9	8	7	6	5	4	3	2	1
27	2	1	4	7	1	2	3	3	4	0

Overall: C-(85/98) Instruct: B-(58/98) Product: C (76/98)

Cost: $89 or $399/set-5
Publ. Date: 1991
Audience: H.S.--Adult (2 versions)
NOICC Cat. C. P.

Length: 28:00
Publ.Code: JIST

NOICC Comp: A: 0
B: 6-7

TITLE		CONSUMER RATINGS of OVERALL SCORE											
		N	Excellent		Above Average			Acceptable			Poor		
			10	9	8	7	6	5	4	3	2	1	
Job Survival Skills: It's a Jungle Out There	Consumer Rating	32	0	5	4	6	3	8	4	1	1	0	Cost: $99 Publ. Date: 1990 Audience: H.S.--Adult (w/ minimal job experiences) NOICC Cat. C. P. Length: 18:00 Publ.Code: JIST NOICC Comp: A: 0 B: 2, 5, 7, 10
	Overall: C (72/98) Instruct: C+(59/98) Product: B-(57/98)												
Let's Go: Success on The Job	Consumer Rating	30	0	6	2	11	5	3	3	0	0	0	Cost: $48 Publ. Date: 1990 Audience: H.S.--Adult NOICC Cat. C. P. Length: 8:00 Publ.Code: TheVocSt NOICC Comp: A: 0 B: 2, 5, 7, 10-12
	Overall: B-(48/98) Instruct: C+(70/98) Product: B-(58/98)												
Life After High School: Manufacturing Workers	Consumer Rating	20	2	8	5	4	1	0	0	0	0	0	Cost: $295 Publ. Date: 1990 Audience: Jr.--H.S.--Adult NOICC Cat. E. & O. Ex. Length: 30:00 Publ.Code: Pyramid NOICC Comp: A: 4 B: 3, 5, 9-12
	Overall: A (17/98) Instruct: A-(29/98) Product: A (12/98)												
Making Contacts: The Power of Networking	Consumer Rating	24	1	0	4	3	3	6	6	0	1	0	Cost: $39.95 Publ. Date: Audience: NOICC Cat. C. P. Length: 30:00 Publ.Code: AdminMgt NOICC Comp: A: 0 B: 2-3, 7, 12
	Overall: C-(82/98) Instruct: C (80/98) Product: C (77/98)												
Marketing Your Vocational Skills	Consumer Rating	28	0	2	4	10	7	4	1	0	0	0	Cost: $99 or $275/set Publ. Date: May 1990 Audience: H.S. NOICC Cat. C. P. Length: 25:00/ea.(3 pts) Publ.Code: Technim NOICC Comp: A: 0 B: 4-7, 11-12
	Overall: B-(52/98) Instruct: B+(36/98) Product: C+(69/98)												
Minou: Benefits of Self-Sufficiency	Consumer Rating	25	1	3	3	3	2	4	4	4	1	0	Cost: $79.95 Publ. Date: 1989 Audience: Elementary NOICC Cat. S. K. Length: 18.50 Publ.Code: MarshMed NOICC Comp: A: 0 B: 1-3, 5, 8-10
	Overall: C (79/98) Instruct: D+(95/98) Product: B-(53/98)												
Miracle Resume, The - Creating Effective Resumes	Consumer Rating	20	0	0	0	1	5	2	3	1	4	4	Cost: $99 Publ. Date: 1990 Audience: NOICC Cat. E. & O. Ex. Length: 23:00 Publ.Code: JIST NOICC Comp: A: 0 B: 7
	Overall: D+(96/98) Instruct: D+(97/98) Product: C-(87/98)												
Mirror, Mirror	Consumer Rating	35	1	5	12	9	3	4	1	0	0	0	Cost: $75 Publ. Date: 1990 Audience: Middle/Jr.--H.S. NOICC Cat. C. P. Length: 10:00 Publ.Code: Technim NOICC Comp: A: 4, 11 B: 1, 8-10, 12
	Overall: B+(35/98) Instruct: B-(48/98) Product: C+(60/98)												

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TITLE

Moving Up

CONSUMER RATINGS of OVERALL SCORE

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	21	1	3	5	7	2	1	2	0	0	0

Overall: B+(38/98) Instruct: B+(32/98) Product: B+(32/98)

Cost: $39.95
Publ. Date:
Audience:
NOICC Cat. C. P.

Length: 30:00
Publ.Code: AdminMgt

NOICC Comp: A: 0
B: 1-4, 7, 9, 12

Negotiating Competitive Salaries and Benefits

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	21	8	10	2	1	0	0	0	0	0	0

Overall: A+(1/98) Instruct: A+(1.98) Product: A+(2/98)

Cost: $39.95
Publ. Date:
Audience:
NOICC Cat. C. P.

Length: 30:00
Publ.Code: AdminMgt

NOICC Comp: A: 6, 8
B: 1-3, 5, 7, 9, 12

Not Just a Job: Career Planning for Women

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	22	1	1	6	4	5	2	2	0	0	1

Overall: C+(58/98) Instruct: C (78/98) Product: B (44/98)

Cost: $295
Publ. Date: 1990
Audience: Adult
NOICC Cat. S. K.

Length: 35 min
Publ.Code: CambrDoc

NOICC Comp: A: 0
B: 1, 3-7, 9-12

Only the Good Need Apply

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	21	0	0	0	0	2	2	5	7	3	2

Overall: D+(97/98) Instruct: D+(98/98) Product: D+(94/98)

Cost: $85
Publ. Date: 1987
Audience: Middle/Jr.--H.S.
NOICC Cat. E. & O. Ex.

Length: 15:00
Publ.Code: EdAssoc

NOICC Comp: A: 0
B: 7

Organize Your Job Search

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	25	0	2	2	0	7	5	4	3	2	0

Overall: C-(87/98) Instruct: C (72/98) Product: C-(84/98)

Cost: $89 or $399/set-5
Publ. Date: 1991
Audience: H.S.--Adult (2 versions)
NOICC Cat. C. P.

Length: 21:00
Publ.Code: JIST

NOICC Comp: A: 0
B: 6-7

Outside

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	21	3	9	5	2	1	0	1	0	0	0

Overall: A (15/98) Instruct: B-(49/98) Product: A (11/98)

Cost: $95
Publ. Date: 1990
Audience: Adult (Ex-Offenders; At Risk Gang Members)
NOICC Cat. E. & O. Ex.

Length: 39:00
Publ.Code: Takeoff

NOICC Comp: A: 0
B: 1, 3, 5, 9, 11-12

Paper Job Search Tools

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	21	0	3	1	2	2	7	3	2	1	0

Overall: C-(86/98) Instruct: C-(90/98) Product: C (75/98)

Cost: $89 or $399/set-5
Publ. Date: 1991
Audience: H.S.--Adult
NOICC Cat. C. P.

Length: 22:00
Publ.Code: JIST

NOICC Comp: A: 0
B: 2

Planning a Successful Job Hunt

Consumer Rating	N	Excellent		Above Average			Acceptable			Poor	
		10	9	8	7	6	5	4	3	2	1
	22	5	12	3	0	0	1	0	1	0	0

Overall: A+(6/98) Instruct: A+(3/98) Product: A-(21/98)

Cost: $39.95
Publ. Date:
Audience:
NOICC Cat. E. & O. Ex.

Length: 30:00
Publ.Code: AdminMgt

NOICC Comp: A: 0
B: 6, 8-9

TITLE		CONSUMER RATINGS of OVERALL SCORE												
			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Power of Choice, The - Self Esteem	Consumer Rating	22	1	10	8	1	1	0	0	0	0	1	Cost:	$64.95 or $649.50/set
													Publ. Date:	1989
													Audience:	Middle/Jr.--H.S.
													NOICC Cat.	S. K.
	Overall: A-(19/98) Instruct: A-(24/98) Product: A-(24/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Profiles: People & Jobs Professional Specialty and Service Occupations	Consumer Rating	20	0	0	1	8	3	2	3	2	0	1	Cost:	$199/set-4
													Publ. Date:	1991
													Audience:	Jr.--H.S.--Adult
													NOICC Cat.	E. & O. Ex.
	Overall: C-(84/98) Instruct: C (73/98) Product: C-(82/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Resume Experience, The	Consumer Rating	20	0	0	1	2	2	3	2	4	5	1	Cost:	$89 or $400/set
													Publ. Date:	1989
													Audience:	Adult
													NOICC Cat.	E. & O. Ex.
	Overall: D+(94/98) Instruct: C-(88/98) Product: D+(96/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Risk-Taking and You	Consumer Rating	21	2	1	8	2	4	3	1	0	0	0	Cost:	$169
													Publ. Date:	1988
													Audience:	Middle/Jr.--H.S.
													NOICC Cat.	S. K.
	Overall: B (41/98) Instruct: B+(34/98) Product: B+(36/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Roofing Careers	Consumer Rating	28	3	3	9	4	6	1	0	2	0	0	Cost:	Free
													Publ. Date:	1990
													Audience:	H.S.
													NOICC Cat.	E. & O. Ex.
	Overall: B+(37/98) Instruct: B (40/98) Product: B+(34/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Self-Defeating Behavior: How to Stop It	Consumer Rating	20	0	3	5	4	2	3	0	3	0	0	Cost:	$199
													Publ. Date:	1990
													Audience:	Jr.--H.S.--Adult
													NOICC Cat.	S. K.
	Overall: B-(56/98) Instruct: C+(61/98) Product: B-(59/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Self-Esteem-Choices Today for Career Satisfaction Tomorrow	Consumer Rating	28	1	2	4	8	4	4	2	2	0	1	Cost:	$98 or $449/set-5
													Publ. Date:	1988
													Audience:	
													NOICC Cat.	S. K.
	Overall: C (70/98) Instruct: B-(50/98) Product: C+(61/98)													

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Self-Image and Your Career	Consumer Rating	32	7	10	9	5	0	1	0	0	0	0	Cost:	$199
													Publ. Date:	1988
													Audience:	Jr.--H.S.--Adult
													NOICC Cat.	E. & O. Ex.
	Overall: A+(8/98) Instruct: A-(21/98) Product: A+(6/98)													

Length: 30:00	Publ.Code: LiveWire	NOICC Comp: A: 1 B: 2-3, 9
Length: 15:00	Publ.Code: ACE	NOICC Comp: A: 0 B: 4, 6, 8, 10
Length: 21:00	Publ.Code: JIST	NOICC Comp: A: 0 B: 0
Length: 30:00	Publ.Code: HumanRel	NOICC Comp: A: 0 B: 1, 3 9
Length: 10:00	Publ.Code: NatlRoof	NOICC Comp: A: 0 B: 6, 8, 10-11
Length: 40:00	Publ.Code: HumanRel	NOICC Comp: A: 0 B: 1-3, 5, 9
Length: 17:00	Publ.Code: CambrC	NOICC Comp: A: 0 B: 1-2, 5
Length: 37:00	Publ.Code: Sunburs	NOICC Comp: A: 10 B: 1-7, 9, 11-12

TITLE	CONSUMER RATINGS of OVERALL SCORE												
			Excellent		Above Average			Acceptable			Poor		
			10	9	8	7	6	5	4	3	2	1	
Seven Phases of a Job Interview, The	Consumer Rating	22	0	1	1	5	4	1	4	4	1	1	Cost: $195 Publ. Date: 1988 Audience: H.S.--Adult NOICC Cat. C. P. Length: 38:00 Publ.Code: JIST NOICC Comp: A: 0 B: 2, 6-7, 9
	Overall: C-(88/98) Instruct: C (74/98) Product: C (78/98)												
Seven Secrets to High School, The	Consumer Rating	24	0	1	0	3	5	4	1	4	6	0	Cost: $25 Publ. Date: 1990 Audience: Jr. NOICC Cat. S. K. Length: 8:00 Publ.Code: Ballanty NOICC Comp: A: 0 B: 0
	Overall: D+(92/98) Instruct: C-(83/98) Product: D+(95/98)												
Take This Job and Keep It!	Consumer Rating	26	0	2	7	6	5	2	0	3	1	0	Cost: Publ. Date: 1991 Audience: H.S. NOICC Cat. E. & O. Ex. Length: 17:00 Publ.Code: NYStateEd NOICC Comp: A: 0 B: 2, 5, 8, 10
	Overall: C+(63/98) Instruct: C (77/98) Product: C-(83/98)												
Teenage Parents: Making It Work	Consumer Rating	23	0	0	3	0	3	2	5	2	3	5	Cost: $59 Publ. Date: 1987 Audience: Jr.--H.S. NOICC Cat. C. P. Length: 17:00 Publ.Code: TheVocSt NOICC Comp: A: 0 B: 0
	Overall: D+(93/98) Instruct: D+(91/98) Product: D+(91/98)												
Teenage Stress	Consumer Rating	30	0	2	1	1	5	5	4	4	6	2	Cost: $95 Publ. Date: Audience: Jr.--H.S. NOICC Cat. S. K. Length: 17:00 Publ.Code: Meridi NOICC Comp: A: 0 B: 9
	Overall: D+(93/98) Instruct: D+(91/98) Product: D+(91/98)												
Ten Fastest Growing Careers: Jobs for the Future Program 1 of 4	Consumer Rating	20	2	5	7	3	1	2	0	0	0	0	Cost: $209/set-4 Publ. Date: 1990 Audience: Middle/Jr.--H.S.--Adult NOICC Cat. E. & O. Ex. Length: 15:00 Publ.Code: GuidAssoc NOICC Comp: A: 0 B: 3-8, 10-12
	Overall: A-(22/98) Instruct: A (18/98) Product: A (14/98)												
Tips For a Successful Interview	Consumer Rating	36	1	6	8	4	4	4	3	4	2	0	Cost: $89 Publ. Date: 1989 Audience: H.S.--Adult NOICC Cat. E. & O. Ex. Length: 22:00 Publ.Code: JIST NOICC Comp: A: 0 B: 1, 6-8
	Overall: C+(67/98) Instruct: B+(35/98) Product: D+(92/98)												
Tonia the Tree	Consumer Rating	23	0	3	3	8	3	3	3	0	0	0	Cost: $79.95 Publ. Date: 1988 Audience: Elementary NOICC Cat. E. & O. Ex. Length: 12:10 Publ.Code: MarshMed NOICC Comp: A: 3 B: 1
	Overall: B-(53/98) Instruct: C-(86/98) Product: A-(26/98)												

TITLE		CONSUMER RATINGS of OVERALL SCORE												
			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Tough New Labor Market, The and What It Takes to Succeed	Consumer Rating	28	1	9	4	3	4	5	0	2	0	0	Cost:	$195
													Publ. Date:	1991
													Audience:	H.S.--Adult
													NOICC Cat.	C. P.
	Overall: B (43/98) Instruct: A-(26/98) Product: B (46/98)													

Length: 32:00
Publ.Code: JIST
NOICC Comp: A: 8
B: 3-7, 10-12

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Transitions: Choices for Mid Career Changers	Consumer Rating	20	0	1	6	3	2	4	3	1	0	0	Cost:	$89
													Publ. Date:	1988
													Audience:	Adult (Older & Displaced Workers)
													NOICC Cat.	E. & O. Ex.
	Overall: B-(57/98) Instruct: C+(62/98) Product: C-(85/98)													

Length: 27:00
Publ.Code: JIST
NOICC Comp: A: 0
B: 1-7, 10, 12

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Unbridled Opportunities: Careers in the Horse Industry	Consumer Rating	20	5	6	7	2	0	0	0	0	0	0	Cost:	$39.95 or $49.94 w/Lesson Plan
													Publ. Date:	1990
													Audience:	Elem/Middle/Jr.--H.S.--Adult
													NOICC Cat.	C. P.
	Overall: A+ (5/98) Instruct: A+(2/98) Product: A+(5/98)													

Length: 24:00
Publ.Code: AmHorse
NOICC Comp: A: 10
B: 3-9, 11-12

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Waiting Room, The	Consumer Rating	20	3	6	5	1	1	0	1	2	1	0	Cost:	$53.70
													Publ. Date:	1988
													Audience:	Jr.--H.S.--Adult
													NOICC Cat.	E. & O. Ex.
	Overall: B+(30/98) Instruct: C+(64/98) Product: A (16/98)													

Length: 30:00
Publ.Code: GreatPlains
NOICC Comp: A: 0
B: 1-2, 5-7

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Watcha Gonna Do Now?	Consumer Rating	22	2	7	2	4	3	1	0	2	1	0	Cost:	$85
													Publ. Date:	1987
													Audience:	H.S.
													NOICC Cat.	E. & O. Ex.
	Overall: B (39/98) Instruct: B-(55/98) Product: B-(51/98)													

Length: 17:00
Publ.Code: NorthernL
NOICC Comp: A: 0
B: 1-2, 4-6, 8-12

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Why Work? Six Reasons You Are Better Off Employed	Consumer Rating	27	0	4	9	5	4	1	2	0	1	1	Cost:	$95
													Publ. Date:	
													Audience:	Adult (Unemployed)
													NOICC Cat.	E. & O. Ex.
	Overall: B-(51/98) Instruct: B-(52/98) Product: C+(65/98)													

Length: 15:00
Publ.Code: JIST
NOICC Comp: A: 0
B: 1, 3, 5, 8, 10, 12

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Winning at Job Hunting in the 90's	Consumer Rating	21	1	9	4	4	1	1	0	1	0	0	Cost:	$59.95
													Publ. Date:	1991
													Audience:	Adult
													NOICC Cat.	C. P.
	Overall: A-(23/98) Instruct: A (14/98) Product: A-(23/98)													

Length: 60:00
Publ.Code: Successf
NOICC Comp: A: 7, 12
B: 1-2, 6, 8-10

			Excellent		Above Average			Acceptable			Poor			
			10	9	8	7	6	5	4	3	2	1		
Working	Consumer Rating	20	3	6	4	3	2	2	0	0	0	0	Cost:	$7.00
													Publ. Date:	1986
													Audience:	Middle/Jr.--H.S.--Adult
													NOICC Cat.	E. & O. Ex.
	Overall: A-(21/98) Instruct: B (46/98) Product: A (15/98)													

Length: 18:00
Publ.Code: MetroLife
NOICC Comp: A: 0
B: 1-2, 5, 7, 10

TITLE

Working Toward a Career

Consumer Rating — CONSUMER RATINGS of OVERALL SCORE

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
20	0	2	4	2	5	0	4	1	2	0

Overall: C (77/98) Instruct: C (76/98) Product: D+(93/98)

Cost: $95
Publ. Date: 1989
Audience: H.S.
NOICC Cat. C. P.

Length: 12:50
Publ.Code: Meridi

NOICC Comp: A: 0
B: 1, 4-10, 12

Working With Your Supervisor

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
20	1	2	4	7	5	0	1	0	0	0

Overall: B (40/98) Instruct: A-(25/98) Product: B (43/98)

Cost: $89.95 or $259/set
Publ. Date: 1986
Audience: H.S.--Adult
NOICC Cat. C. P.

Length: 12:15
Publ.Code: UnitedL

NOICC Comp: A: 0
B: 2, 5

Would I Work With Me?

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
20	1	3	9	4	0	2	0	0	1	0

Overall: B+(33/98) Instruct: C-(87/98) Product: B+(37/98)

Cost: $99.95
Publ. Date: 1988
Audience: Jr.--H.S.
NOICC Cat. S. K.

Length: 18:25
Publ.Code: Opportun

NOICC Comp: A: 0
B: 2, 5, 8-10

Yes? No? Maybe? Decision-Making Skills

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
24	2	10	9	2	0	1	0	0	0	0

Overall: A (14/98) Instruct: A+(4/98) Product: A-(20/98)

Cost: $149
Publ. Date: 1990
Audience: Elementary/Middle/Jr.
NOICC Cat. S. K.

Length: 18:00
Publ.Code: Sunburs

NOICC Comp: A: 9
B: 1-3, 5, 10

You and Your Co-Workers

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
23	0	3	2	10	4	1	3	0	0	0

Overall: B-(50/98) Instruct: B (42/98) Product: B+(38/98)

Cost: $89.95 or $259.95/set
Publ. Date: 1986
Audience: Jr.--H.S.
NOICC Cat. E. & O. Ex.

Length: 11:00
Publ.Code: UnitedL

NOICC Comp: A: 2
B: 1, 3, 5, 9

You Can Choose!--Cooperation

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
22	6	5	7	3	1	0	0	0	0	0

Overall: A+(7/98) Instruct: B+(33/98) Product: A (10/98)

Cost: $59.95 or $549.50/set-10
Publ. Date: 1991
Audience: Elementary
NOICC Cat. S. K.

Length: 28:00
Publ.Code: LiveWire

NOICC Comp: A: 0
B: 2, 5, 8

Your Aptitudes: Related to Learning Job Skills

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
26	0	3	2	2	2	4	5	3	4	1

Overall: C-(89/98) Instruct: C-(85/98) Product: C (71/98)

Cost: $95
Publ. Date: 1989
Audience: Jr.--H.S.--Adult
NOICC Cat. C. P.

Length: 13:10
Publ.Code: Meridi

NOICC Comp: A: 0
B: 6

Your Future: Planning Thru Career Exploration

Consumer Rating

N	Excellent			Above Average			Acceptable			Poor
	10	9	8	7	6	5	4	3	2	1
20	0	5	4	6	3	1	1	0	0	0

Overall: B+(36/98) Instruct: B (44/98) Product: A-(22/98)

Cost: $95
Publ. Date:
Audience:
NOICC Cat. C. P.

Length: 16:47
Publ.Code: Meridi

NOICC Comp: A: 6
B: 3-5, 9-10, 12

TITLE		CONSUMER RATINGS of OVERALL SCORE											
			Excellent		Above Average			Acceptable			Poor		
			10	9	8	7	6	5	4	3	2	1	
Your Interests: Related to Work Activities	Consumer Rating	20	0	2	4	5	3	3	2	1	0	0	
	Overall: C+(62/98) Instruct: C+(63/98) Product: C+(63/98)												

Cost: $95 | Publ. Date: 1989 | Audience: Jr.--H.S.--Adult | NOICC Cat. C. P.

Length: 11:02 | Publ.Code: Meridi | NOICC Comp: A: 0 B: 6, 9-10, 12

			Excellent		Above Average			Acceptable			Poor		
			10	9	8	7	6	5	4	3	2	1	
Your Temperaments: Related to Work Situations	Consumer Rating	21	1	1	3	3	6	4	1	1	1	0	
	Overall: C (73/98) Instruct: C+(68/98) Product: B-(50/98)												

Cost: $95 | Publ. Date: 1989 | Audience: Jr.--H.S.--Adult | NOICC Cat. C. P.

Length: 12:40 | Publ.Code: Meridi | NOICC Comp: A: 0 B: 1, 4, 9-10

Producers Code and Address List

ACE	ACE Distribution Service Kansas State University Ste. 248, 2323 Anderson Avenue Manhattan, KS 66502-2911
AdminMgt	Administrative Management Society 1101 14th St. NW, Ste 1100 Washington, DC 20005
Advantag	Advantage Video c/o Vocational Biographies P O Box 31 Sauk Centre, MN 56378-0031
AmCulin	American Culinary Foundation 10 San Bartola Drive St. Augustine, FL 32086
AmHorse	American Horse Council 1700 K Street, NW, #300 Washington, DC 20006
Ballanty	Ballantyne Educational Programs 243 Dunsmere Ave. Pueblo, CO 81004
CambrC	Cambridge Career Products 90 MacCorkle Ave. SW S. Charleston, WV 25303
CambrDoc	Cambridge Documentary Films, Inc. P O Box 385 Cambridge, MA 02139
CareerP	Career Passports, Inc. 1319 Spruce St., Ste 201 Boulder, CO 80302
Carnegi	Carnegie Foundation and The College Board 5 Ivy Lane Princeton, NJ 08540
CtrEduc	Center on Education & Training for Employment Publications Office, 1900 Kenny Road The Ohio State University Columbus, OH 43210-1090
EdAssoc	Education Associates, Inc. 8 Crab Orchard Rd., P O Box Y Frankfort, KY 40602
GreatPlains	Great Plains National P O Box 80669 Lincoln, NE 68501
GuidAssoc	Guidance Associates P O Box 1000 Mt. Kisco, NY 10549-0010
Guidanc	Guidance Resource Ctr. 3330 King St. Alexandria City Public Schools Alexandria, VA 22302
HumanRel	Human Relations Media 175 Tompkins Avenue Pleasantville, NY 10570
JCPenney	J.C. Penney Company, Inc. Public Affairs, P O Box 659000 Dallas, TX 75265-9000
JIST	JIST Works, Inc 720 N. Park Ave Indianapolis, IN 46202-3431
LiveWire	LiveWire Video Publishers Div. of Elkind & Sweet Communications 3315 Sacramento Street San Francisco, CA 94118
MarshMed	Marsh Media P O Box 8082 Shawnee Mission, KS 66208
MediaG	Media Guild 11722 Sorrento Valley Rd, Ste E San Diego, CA 92121
Meridi	Meridian Education Corp. 236 East Front Street Bloomington, IL 61701
MetroLife	Metropolitan Life Ins. Co Dept. of Corporate Social Responsibility, Area 12-H One Madison Avenue New York, NY 10010
NatlRoof	Nat'l Roofing Contractors Ass'n O'Hare Intern'l Ctr, Suite 600 10255 W. Higgins Road Rosemont, IL 60018

NATEF
NATEF
13505 Dulles Technology Drive
Herndon, VA 22071-3415

NatRest
National Restaurant Association
1200 17th St. NW
Washington, DC 20036

NM-SOICC
New Mexico SOICC
P O Box 1928
Albuquerque, NM 87103

NYStateEd
New York State Education Dept.
One Commerce Plaza, Rm 1623
Albany, NY 12234
Order from: Barr Films
12801 Schabarum Ave./P O Box 7878
Irwindale, CA 71706

NorthernL
Northern Light Productions
276 Newbury Street
Boston, MS 02116

Opportun
Opportunities for Learning, Inc.
941 Hickory Lane, Dept. XV2
P O Box 8103
Mansfield, OH 44901-8103

Pyramid
Pyramid Film & Video
Box 1048
Santa Monica, CA 90406-1048

Successf
Successful Job Hunting, Inc.
1660 North LaSalle St., Ste 1702
Chicago, IL 60614

Sunburs
Sunburst Communications
39 Washington Ave, P O Box 40
Pleasantville, NY 10510-3498

Takeoff
Takeoff Video Educational
Excellence, Inc.
8808 St. Charles Rock Road
St. Louis, MO 63114

Technim
TECHNIMEDIA
124-126 S. 5th St.
Steubenville, OH 43952

TheMedia
The Media Center
State Fair Community College
3201 West 16th Street
Sedalia, MO 65301

TheVocSt
The Vocational Studies Center
Univ. of WI-Madison,
1025 W. Johnson
964 Ed Sci Bldg,
Madison, WI 53706

UnitedL
United Learning, Inc.
6633 West Howard Street
Niles, IL 60648-3305

Counselor/Career Development Professionals Survey

From October 1990 - November 1991 over 398 counselors and career development professionals completed a training workshop in Video Usage in Career Development in the following cities:

Long Beach, CA	Oct. 23, 1990	Lansing, MI	May 20, 1991
Baltimore, MD	Oct. 31, 1990	Ft. Collins, CO	June 14, 1991
Portland, OR	Nov. 7, 1990	Bismarck, ND	Aug. 14, 1991
Tallahassee, FL	Jan. 15, 1991	Ft. Collins, CO	Aug. 22, 1991
Conway, SC	Feb. 12, 1991	Oklahoma City, OK	Sep. 20, 1991
Albuquerque, NM	Mar. 22, 1991	Ft. Collins, CO	Oct. 4, 1991
Milwaukee, WI	Apr. 15, 1991	Ft. Collins, CO	Oct. 5, 1991
Seattle, WA	May 3, 1991	Ft. Collins, CO	Oct. 15, 1991
Salt Lake City, UT	May 6, 1991	Denver, CO	Oct. 18, 1991
Rochester, MI	May 17, 1991	San Diego, CA	Nov. 8, 1991

In each case participants provided reviews of career development videotapes and information offering insights to a number of career development issues.

1. With which level of students/clients do you or your programs most serve?
   - 53 Elementary
   - 66 Junior High
   - 188 High School
   - 68 18-24 year olds
   - 119 Adults (24+)
   - 57 Indicated more than one response

2. Were you aware of the National Career Development Guidelines prior to learning of this workshop?
   - 175 Yes
   - 223 No

3. If yes, how did you learn about them?
   - 104 Attended a workshop/training session
   - 65 Read about them
   - 69 Saw a copy of them
   - 29 Indicated more than one response

4. Prior to this workshop had you heard of your SOICC (State Occupational Information Coordinating Committee)?
   - 199 Yes
   - 195 No

5. List which Career Information Delivery Systems(s) or software you use within your program (for example: GIS, Discover, Choices, SIGI Plus, C-LECT, State Career Information System, etc.)

64	Choices	2	Career Finder
62	Career Info	2	RAVE
46	GIS	2	CAPS
32	Discover	1	GATB
29	MOIS Michigan	1	C-LECT
23	SIGI	1	Chronicle
9	Eureka	1	Contel
18	Career Search	1	National Guard
6	COIN	1	DAT
6	Harrington O'Shea	1	Josten
5	Choices Jr.	1	DIME
3	Inform	1	Explorer
3	WOIS Washington	1	Holland
2	FCIS Florida	1	Myers Briggs

6. How many career development related video tapes do you use in your work each year?

# of Tapes	# of Respondents	# of Tapes	# of Respondents
0	75	9	4
1	24	10	21
2	34	12	4
3	26	15	5
4	23	20	9
5	28	25	2
6	11	30	1
7	1	75	2
8	6	150-200	1

7. How do you now use video in your work?

79	Stand alone (clients/students use independently)
23	Take home for homework (clients/students take home for viewing)
250	In group guidance/workshops/class instruction
44	Other
46	Indicated more than one response

8. What has limited your previous use of video in your work?

223	Limited money
86	Limited time/access to students/clients
54	Lack of equipment in agency/office/school
121	Lack of time to preview tapes
190	Lack of knowledge about which videos are available
28	Other

9. Do you use interactive video?

44	Yes
330	No

10. Have you seen an interactive video?

167	Yes
200	No

Wish List 1 for Future Videos Needed from Producers

The following are the 45 most frequently mentioned videos listed when 398 respondents answered the following question:

"If cost and availability were not problems, list videos (in terms of topics) you could use in your work."

The number indicates the frequency of times mentioned.

- TOPICS -

Career Awareness, Exploration, Selection, Planning - 68
Interviewing Tips/Skills - 62
Self-Esteem - 61
Decision Making - 45
How to Keep a Job/Employability Skills - 43
Job Seeking Strategies/Skills - 43
Resume Writing - 33
Specific Occupation Informational Tapes - 27
Self-Awareness/Self-Concept - 24
Labor Market Trends/Occupational Outlook - 20
Relating Academic Subjects & Majors to Careers - 20
College Planning - 18
Goal Setting - 18
Study Skills - 18
Substance Abuse - 17
Coping With Change/Transition - 16
Assessment - Abilities, Aptitude, Interests - 15
Trends & Issues/Tomorrow's Workforce - 10
Attitudes (Positive) - 9
Communication Skills/Styles - 9
Cultural Diversity - 9
Financial Aid/Scholarships - 9
Motivation - 9
Education/Training (Relationship to Work) - 8
Non-Traditional Careers for Women, Minorities, Disables, Etc. - 8
Transition (Adults In) - 8
Dropout Prevention - 7
Informational Interviews - 7
Occupational Clusters (Skills Needed) - 7
Teenage Pregnancy/Parenting - 7
Transferable Skills - 7
Vocational Training/Alternatives to College - 7
Conflict Resolution/Mediation - 6
Job Applications - 6
Peer Pressure/Acceptance - 6
Problem Solving - 6
Sex Equity - 6
Special Needs Population in Career Development - 6
Suicide/Death - 6
Teamwork - 6
Values Clarification - 6
Interest Inventory and Occupational Choices - 5
Printed Information Resources/How to Research Different Careers - 5
Time Management - 5
Work Ethics - 5

Wish List 2 for Future Videos from Producers

The following are the less frequently mentioned videos listed when 398 respondents answered the following question:

> **"If cost and availability were not problems, list videos (in terms of topics) you would use in your work."**

The number indicates the frequency of times mentioned. (No number =1 time)

- JOBS OF THE FUTURE -

Changing economy - 4
Entrepreneurship
Futurism in relation to job market
Global/International labor market - 3
High tech jobs - 4
Local labor market information - 2
Unusual/non-traditional careers - 4

- THE CHANGING WORKFORCE -

Mobile workforce
Women in the workforce - 2
Work values changing

- CAREER DEVELOPMENT -

Additional training beyond high school (importance of)
Career clusters (understanding) - 4
Career day
Career guidance - 2
Career orientation
Career vs. job
College vs. vocational school - 2
Family influences on career development - 3
Importance of career development
Internships
Multi-cultural barriers in career development
Nat'l Career Development Guidelines (incorporating) - 3
Non-traditional students and career development - 2
overview on concept of careers
Parents' video - helping kids explore careers - 2
Process of career development - 4
Promotion - 2
Vocational and academic skills (need for both)
Volunteerism/service learning in career planning - 2
What employers want/what employees lack - 3
Why people work - 2
Work & life roles (interrelationship)
World of work (introduction to)

- COLLEGE -

Dorm life
First year of college - 4

- ALTERNATIVES TO COLLEGE -

Apprenticeship programs
Blue collar supervisory skills
Entry level jobs (skills necessary) - 3
Trades (working at)
Vocational classes (recruitment) - 2

- SELF-ASSESSMENT -

Holland's theory - 2
Learning styles - 2
Personality types w/career match - 3
Vocational assessment tools

- ADULTS -

Lifestyle planning for adults
Older adults (careers for) - 2

- GETTING A JOB -

Networking - 4
Non-professional jobs (interviewing for)
Self-esteem (maintaining while job hunting)
Tight markets (finding careers in)

- KEEPING A JOB -

Dressing appropriately on the job

- SOCIAL ISSUES -

Abuse (What to do if you are being abused) - 2
AIDS - 2
Alcoholism (understanding as a disease; for employers)
Barriers in employment - 2
Displaced homemakers - 2
Divorce: Dealing w/loss - 2
Domestic violence
Family dynamics
Life roles (changing)
Living/Dealing with parents - 2
Male/female roles (changing)
Post-traumatic stress disorder
Sexual abuse prevention
Sexuality/dating - 3
Stereotypes (reducing)

- PERSONAL GROWTH -

Anger management
Assertiveness - 3
Balance (maintaining w/job, children, etc.) - 3
Cooperation
Critical thinking skills - 2
Dealing w/difficult people
Development/maturation - 3
Fear (overcoming)
Feelings - 2
Financial management -2

Independent living skills/life skills - 4
Organizational skills - 2
Perfectionism
Perseverance
Power within
Responsibility - 3
Risk taking
Self-control/logical consequences
Self-empowerment
Self-improvement -2
Stress management -2
Test taking/anxiety - 2
Wellness - 3

- TEACHERS/COUNSELORS -

Basic counseling techniques for teachers
Bridging subject matter w/career choices
Building a comprehensive counseling program
Counseling single parents
Effective teaching
Elementary counseling (interviewing in)
Employment counseling techniques
Group and peer counseling - 2
Multi-cultural counseling
Non-verbal communication in counseling
Outcome based education
Standardized tests (uses of) - 2
Staff development - 3
Teacher in-services on importance of career education - 4
Top Quality Management (Demming) - applied to university services
Training counselors in career development

- MISCELLANEOUS -

Active parenting
Adult learning
Agencies available for dislocated workers
Case management
Coping during war period
Customer service - how to deal with the public
Federal employment (applying for)
History degree (what to do with)
Human resource management
Interactive videos/computer software - 3
Involved (being)
JTPA (orientation to)
Job opportunities for young teens - 3
Labor market classification systems
Legal issues in employment areas
Liberal arts (value of in private/public sectors)
Lifelong learning (importance of) - 4
Link education with business
Math-reading requirements
Math (you too can do)
Mentally ill (interacting with)

Motivating the unemployed
Paradigms
Reality therapy - benefits to learning
Re-entering the job market after adversity i.e. alcoholism, prison
Retirement preparation
Safety
Sexual harassment
Showing jobs
Sibling relationships
Staff morale (how to improve)
Success factors
Success stories - 2
Surviving a layoff - 2
Track videos
Value sensitive issues (ways to discuss)
Vocations vs. avocations
Work habits and classroom habits
Workshops (how to present)

- TITLES TO SPECIFIC VIDEOS -

Besides the Basics: Study Skills
Better Jobs Using the OOH - 2
Black, Male and Successful
Career Choice videos - 2
Career Exploration for the 90's
Careers are More than Costumes
Careers in the 21st Century
Changing Workplace, The
College Survival, Inc. videos on orientation
Dynamic Interviewing
Focus on the Future
Fitting In - Positive Peer Pressure
From High School to College: Choice and Transition
Futures tapes by Janice Escalente
Getting a good start
How to Keep a Job
Identify Your Skills - 4
It Only Takes Once
"JIST" Works
Losing the Future
Mirror, Mirror
Organize Your Job Search
Outside
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Guidelines for the Preparation and Evaluation of Video Career Media

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Guidelines for Preparation and Evaluation of Video Career Media

National Career Development Association

These guidelines are designed to assist those who select and use career-related video media. They will also assist producers in creating quality materials to meet the needs and standards of the career development field.

High quality videos accomplish specific purposes with particular audiences. Producers must not only design materials to accomplish particular ends, but must assume the responsibility for conveying information regarding the effective use of such materials.

These guidelines are geared to a particular point of view because of the user-audience orientation of the majority of guideline readers. The emphasis on content, instructional design, bias, and quality of information is considered more relevant to the concerns of NCDA members. Individuals using these guidelines must determine the extent to which videos meet the criteria. (No judgment should be made regarding the effectiveness of any materials in serving purposes other than those related to career development.)

Each criterion is designed to focus attention on standards that would discriminate between a video that is considered excellent versus one that is considered fair. Such criteria should guide users in the selection and appropriate use of videos as well as prove useful to producers who are concerned about designing highly marketable products.

Content

This section deals with the objectives, concepts, and information portrayed in the video. It directs attention to the impact of the video on the audience. The specific criteria assess what may be learned (content) as well as the instructional design (process).

1. **Early Presentation of Intent.** The purpose of the video must be obvious to the viewer within the first quarter of the presentation. Explicit or implicit presentation of the purpose early in the video prepares the audience for the learning tasks involved and increases the effectiveness of the video as a motivational and learning tool. Deviations from this practice are acceptable providing they are a part of a rational instructional design. In such instances, the instructional design should be clearly explained in the user's guide.

2. **Integrity of Title.** The title must accurately reflect the content or purpose of the video, but creativity for the sake of audience motivation or in the name of poetic license is not ruled out. In no case, however, should the title be misleading in terms of audience anticipation or to influence potential purchasers.

The 1992 edition of the Guidelines for the Preparation and Evaluation of Video Career Media was prepared under the direction of Rich Feller, Ph.D., Colorado State University, Fort Collins, CO (chairperson of the CIRS Subcommittee on Video Review Guidelines), with the assistance of the Career Information Review Service Committee, chaired by Charles Mollerup, Idaho SOICC, Boise, ID. The committee wishes to thank Roger Lambert and Paul Downes for the initial leadership in this effort. The Guidelines were approved by the NCDA Board of Directors January, 1992.

3. **Free of Extraneous (Noncareer Related) Material.** The video must adhere to an organized development of the content required in order to fulfill adequately the stated objectives. The relationship of the content to the objectives must be clearly stated in the user's guide and video packaging, and should be obvious when viewing the video.

   The costs involved with videos may induce both producer and purchaser to favor videos that attempt to accomplish too much for too many. Materials must effectively deal with a manageable number of objectives for specified audiences. The video that addresses a limited number of objectives adequately is usually more desirable than one that overwhelms the audience with content and a multitude of purposes. A video directed toward a specific audience is an ideal vehicle for developing content and eliciting responses that are appropriate to the abilities and interests of that audience. The differences among audiences are too significant to be sacrificed in the name of false economy.

4. **Accurate and Adequate Presentation of Concepts and Information.** Concepts must be portrayed and illustrated within the video in a manner appropriate for the comprehension level of the intended audience(s). Terminology referring to basic career development concepts must be defined in the user's guide whenever there is a possibility of ambiguity.

   Occupational information must be accurate, comprehensive, and current. Occupations and occupation groups must be portrayed in a manner that makes the video a reliable source of current information. Videos with the primary mission of conveying occupational information should include the following details:

   - Work performed
   - Work settings
   - Potential personal rewards
   - Entry requirements and advancement possibilities
   - Related occupations and career alternatives
   - Credential requirements and union/professional affiliations
   - Personal qualifications
   - Occupational outlook in terms of short-range and long-range conditions.

   Factors underlying trends and changes must be identified when possible to help interpret facts as they might exist at the time of viewing. Information that is more than two years old must be considered questionable. Most videos require revision every two years in order to update information presented. It is suggested that videos be revised/updated or retrieved if they contain information more than three years old.

   Information should be balanced in terms of the advantages and disadvantages of the career alternatives. Although the purpose of the video or those of the producer or distributor may preclude a totally unbiased presentation, sufficient objectivity is required to ensure credibility and accuracy of information.

5. **Stimulates Transition from Passive to Active Response.** The video must motivate the audience toward some appropriate overt behavioral response. The content and manner in which it is presented must help the transition from passive viewing to discussion, follow-up activities, or other responses to provide the active involvement that is essential for optimal learning.

Production Considerations

This section deals with technical matters as they contribute to or detract from the video as an effective instructional tool. The specific items are intended to identify those characteristics that may be shortcomings in technical quality. Artistic judgments and aesthetic taste are left to the discretion of the producer.

1. **Credits.** Because credits serve more than just a utilitarian function in career guidance videos, the following information must appear in the screen credits to help the user and the audience identify the viewpoint and assess the reliability of the information presented in the video.

   1.1 **Date of production or revision.** The date of production or release of the revision must appear in the credits to inform the viewer of the currency of the information presented. Although marketing considerations may cause producers to ignore this standard, career guidance videos must provide the viewer with this important date.

   1.2 **Name of producer or distributor, sponsor, contributor, and sources of funds.** This information not only helps the user distinguish between videos with similar titles or contents, but it provides important reference information when the guides and other materials are separated from the videos. This information may also establish a point of view or identify a potential bias that should be considered by the audience.

   1.3 **Name, title, and credentials of consultants.** This information often gives credence to the production in the eyes of the audience. Although the listing must be brief, this portion of the credits should do more than just exhibit a name that conveys no meaning to the intended audience. The information may also be a reference for the user when materials accompanying the video are unavailable.

2. **Picture Quality.** The visual portion of the video must be viewed in terms of focus, clarity, color accuracy, contrast, and color balance. Individual frames and visual sequences should be free of any characteristics that detract from the intended message and impact of the video.

3. **Sound Quality.** The audio portion of the video must be viewed in terms of clarity, volume, pace, and narrative music mix. Voices should use appropriate diction and dynamics and should feature distinctive qualities when recognition of more than one voice is required of the audience. Voices should also match the individuals pictured. Music and sound effects should contribute to the meaning and message of the video. The total effect of the sound should be free of any characteristics that detract from the intended message and impact of the video.

4. **Length.** The length of the video should be weighed in balance with the content, intended audience, other technical considerations, and entertainment or aesthetic value.

5. **Packaging.** The packaging should be designed to assure maximum security of the materials and facilitate their identification and use. Color and labeling should expedite identification for storage, retrieval, and delivery. The video's general purpose, specific behavioral objectives, intended audience(s), and running time in minutes must be stated within the packaging.

User's Guide

The user's guide is an important part of any instructional package. It is a reference document and a source of information to guide potential users in selecting and using videos effectively. The user's guide must identify the audience and purpose of the video and how to use it most effectively. It must also provide instructions and suggestions to help use the video effectively.

1. **Credits.** Credits must be comprehensive and complete in order to serve their reference function satisfactorily. The following information should be included:

   1.1 **Date of production/revision.** The date of production or release must be stated in the guide to inform the user of the recency of the information contained in the video. Revisions must be noted and the original titles and production dates included.

   1.2 **Name and address of producer and distributor, sponsor, contributor, and source of funds. This is basic identification data.** Not all of this information may be available or appropriate. Such information, however, as sponsors, contributors, and sources of funds may alert the user to possible points of view or bias that may exist in the video. These data may also suggest possible sources of additional materials or information.

   1.3 **Name, title, and credentials of consultants.** A competent professional staff is required to produce quality career guidance materials. Producers often supplement their professional staff with qualified consultants, who have had an active involvement in the production of videos and materials to meet the standards and needs of the field. The user should know of these efforts, or their lack, as a factor to consider when examining the reliability and efficacy of the video. The credentials of consultants or appropriate staff members should be explicit in terms of field of endeavor and areas of professional expertise and specialization.

2. **Purposes, Objectives, and Audience(s).** The general purpose and the specific behavioral objectives of the video must be stated in the user's guide. Such statements must also identify the audience(s) toward which the video is directed.

   Objectives must be concise and stated in terms that enable the user and the audience to envision the learning tasks, address those tasks, and assess the degree to which they are accomplished. Terminology referring to basic career development concepts must be defined when there is a possibility of ambiguity.

3. **Synopsis.** The synopsis must convey an accurate description of the content of the video and the teaching strategy used to accomplish the stated purpose. It must include the running time in minutes. It is recommended that the guide also include additional aids such as full or partial scripts, frame reproductions or descriptions, and suggested stop-and-discuss points in order to assist the user in planning for effective use of the video.

4. **Verifiable Results of Field Testing.** Reputable producers must use some kind of evaluation procedures to determine the effectiveness of their materials. Although the state of the art precludes a statement of minimum standards for field testing and evaluation at this time, the user must have information regarding results obtained when the video was used with audiences similar to the target audience(s) identified in the guide.

5. **Discussion, Activities, and Resources.** Specific suggestions must be provided to assist the user in moving the audience from passive viewing to active involvement that is relevant to the purposes of the videos and the developmental level of the intended audience(s).

   Discussion questions should help the user focus on the important issues and concepts presented in the video. Suggested questions should generate reflective and inferential thinking rather than simple recall. The interests and abilities of the intended audience(s) must be considered. Suggested activities must serve some useful purpose in terms of the career development of the audience. Activities should function as opportunities for follow-up action suggested in the video or to seek answers to questions raised in the video.

   A bibliography of related sources of information, a list of resources available to further the purposes of the video, and other such references must be provided to help the user amplify the impact of the video.

Bias-Free Presentation

This section addresses itself explicitly to the responsibilities of the video producers to produce bias-free materials. Videos must go beyond tokenism and conventional role stereotyping and provide real examples of the world of work. A video lacking a progressive social orientation would also be deficient in objectivity and accuracy of information. The criteria in the section, however, are considered of fundamental importance and worthy of independent consideration when evaluating videos to be used for career guidance.

1. **Free of Sex/Age Role Stereotyping.** Occupational role stereotyping must be avoided. Individuals at all ages and of both sexes should be equitably portrayed at employment levels ranging from training to executive positions. The term "equitable" is used to connote fairness and justice rather than some statistically determined division.

2. **Free of Ethnic/Race/Religious/Physical Impairment/Stereotyping.** American society is multiracial and multiethnic and must be represented as such in career guidance videos. Care must be taken to avoid ethnic stereotyping and materials should be free of stereotyping based on physical impairment. Representatives from all ethnic groups as well as all individuals qualified to do a job, regardless of handicapping condition, should be portrayed at all levels of employment. Religion is not an appropriate topic in career guidance videos except as an area of employment for certain occupations.

3. **Free of Value Purposes, Social Class Bias, and Self-Serving or Promotional Purposes.** The videos must present information objectively and not imply a particular value orientation or social class bias. Explicit or implicit value judgments must not be evident regarding any work ethic. The video must be devoid of self-serving purposes and must not overtly promote a particular occupation, career field, business, or industry without due representation of both the positive and the negative factors involved.

NCDA Video Production and Review
Service Evaluation Form

Video Title: _____
Date Released: _____
Sale Price: $_____ Rental Price: $_____

Producer: _____
Street Address: _____
City:_____ State:_____ Zip: _____

Distributor: _____
Street Address: _____
City:_____ State: _____ Zip: _____

SETTING/POPULATION(s):

- ☐ 1. Elementary Schools
- ☐ 2. Middle or Junior High Schools
- ☐ 3. High Schools
- ☐ 4. Vocational Schools
- ☐ 5. Two-Year Colleges
- ☐ 6. Four-Year Colleges or Universities
- ☐ 7. Other

RATING SCALE:
5 = Outstanding 4 = Good 3 = Satisfactory 2 = Poor 1 =Unsatisfactory 0 = Does not apply

Content:

1. Early presentation of intent	5	4	3	2	1	0
2. Integrity of title	5	4	3	2	1	0
3. Free of extraneous (noncareer related) material	5	4	3	2	1	0
4. Accurate and adequate presentation of concepts/information	5	4	3	2	1	0
5. Stimulates transition from passive to active response	5	4	3	2	1	0

Total points for content = _____

Production Considerations:

1. Credits	5	4	3	2	1	0
2. Picture Quality	5	4	3	2	1	0
3. Sound Quality	5	4	3	2	1	0
4. Length	5	4	3	2	1	0
5. Packaging	5	4	3	2	1	0

Total points for production considerations = _____

User's Guide:

1. Credits	5	4	3	2	1	0
2. Purpose, objectives, and audience	5	4	3	2	1	0
3. Synopsis	5	4	3	2	1	0
4. Verifiable results of field testing	5	4	3	2	1	0
5. Discussion, activities, and resources	5	4	3	2	1	0

Total points for user's guide = _____

5 = Outstanding 4 = Good 3 = Satisfactory 2 = Poor 1 = Unsatisfactory 0 = Does not apply

Bias-Free Presentation:

1. Free of sex/age role stereotyping	5	4	3	2	1	0
2. Free of ethnic/race/religious/physical impairment stereotyping	5	4	3	2	1	0
3. Free of value purposes, social class bias, and self-serving or promotional purposes	5	4	3	2	1	0

Total points for bias-free presentation = _____

TOTAL POINTS ALL AREAS _____

75-90 = *Outstanding*	59-74 = *Good*	42-58 = *Satisfactory*	25-41 = *Poor*	0-24 = *Unsatisfactory*

Synopsis (Give summary of content without judgment):

Critical Comments (Give strengths or weaknesses of content, production considerations, user's guide, bias-free presentation):

Comments (Recommendations and suggestions for the producers/authors; if there is a discrepancy between the total score and your evaluation, please document your evaluation decision):

Reviewed by: _____ Date: _____

List of Evaluators

The following is an alphabetical listing of the names and addresses of the 398 counselors and career development professionals who served as evaluators during this project.

List of Video Evaluators

Alice G. Abeyta	Tech-Voc Institute Comm. College	525 Buena Vista S.E.	Albuquerque, NM 87106
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Sharron Adams	Employment and Training Services	3842 S. Mason Street	Fort Collins, CO 80526
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Donald E. Alder	Olympic High School	P.O. Box 8	Silverdale, WA 98383
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Leanne Allvin	Michigan Rehabilitation Services	100 N. Saginaw - Lower Level	Pontiac, MI 48342
Robert L. Ames	Naches Valley High School	P.O. Box 159	Naches, WA 98937
Steve Anderson	Yale Public Schools	198 School Drive	Yale, MI 48097
Marge Asche	Counselor	Lisbon Public School	Lisbon, ND 58054
Pat Baggaley	Kent-Meridian High School	10020 SE 256th	Kent, WA 98031
Ron Bailey	Hunter Jr. High	6131 W. 3750 S.	West Valley City, UT 84120
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Robert A. Bennett	Bridgemont-Spaulding Comm.Schools	3878 Sherman Street	Bridgeport, MI 48722
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Jodi Berman	Colorado State University	AHD - Braiden Hall	Fort Collins, CO 80521
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Wayne Bromley	Fort Collins High School	1400 Remington Avenue	Fort Collins, CO 80524
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Sioux Brown	Acoma Social Services	P.O. Box 328	Acoma, NM 87034
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Sue Hayes	Western Washington University	333 Miller Hall	Bellingham, WA 98225
Anne Headley	Anne Arundel Community College	500 Digiulian Blvd.	Glen Burnie, MD 21060
Martha T. Hinson	Myrtle Beach Middle School	3301 Oak Street	Myrtle Beach, SC 29577
Kathy Holle	New Salem High School	Box 378, 318 Elm Ave.	New Salem, ND 58563
Ann D. Hoxie	Ephrata Senior High School	803 Oak Blvd.	Ephrata, PA 17522
Dawne R. Huckaby	Gilpin County High School	10595 Hwy 119	Black Hawk, CO 80422
Mary Lou Hunt	Individual Development Center, Inc.	1020 East John Street	Seattle, WA 98102
Kathy Hurst	Career Counselor	P.O. Box 2165	Fort Collins, CO 80521
Dawn Hyde	Berkshire Associates Inc.	1205 York Road, Suite 34	Lutherville, MD 21093
Joyce Jackson	North Myrtle Beach High School	3750 Sea Mountain Highway	Little River, SC 29566
Joanne B. Jackson	Anacostia High School	16th & R Streets, SE	Washington, DC 20009
Dena Jardine	Career Counselor	1012 Driftwood #3	Fort Collins, CO 80525
John Jauhola	Larimer Cty Employment & Training	418 E. 4th Suite 4	Loveland, CO 80537
Sylvia Jenerette	North Myrtle Beach Middle	655 Hwy 90	Little River, SC 29566
David E. Jensen	James Valley Vocational Center	12th Ave & 13th St NE	Jamestown, ND 58401
Elizabeth A. Johnson	Performing Palz	1510 Vivian St.	Longmont, CO 80501
Brent Johnson	Larimer County ETS	418 E. 4th Street , Suite 4	Loveland, CO 80537
Joyce Johnson	Yale Public Schools	103 W. Mechanic	Yale, MI 48097
Carol Johnson	Park School	Box 3486	Estes Park, CO 80517
Volina D. Jones	Milwaukee Area Technical College	700 West State Street	Milwaukee, WI 53233
Marsha Joy	Training, Resources Unlimited	231 Old Bernal Ave. Ste 1	Pleasanton, CA 94566

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Maria Kelly		9562 Peppertree Drive	Huntington Beach, CA 92646
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Ken Kernagis	San Juan College Student Services	4601 College Blvd.	Farmington, NM 87402
Jan Ketterling	Richland Co. Vocational & Tech Ctr	708 Dakota Ave.	Wahpeton, ND 58075
Marvin E. Ketterling	MATC	700 W. State Street	Milwaukee, WI 53233
John E. Keyer	Pittsford High School	3111 Hamilton Street	Pittsford, MI 49271
Judy Kish	Grand Rapids Central High	421 Fountain NE	Grand Rapids, MI 49508
Matt Kissane	Ocean County Vocational-Tech School	Old Freehold Road & Bley Lea	Toms River, NJ 08753
Jewell S. Knight	Horry County School District	1605 Horry Street	Conway, CS 29526
Barbara J. Knudson	Richard Cty Voc & Technology Ctr.	708 Dakota Avenue	Wahpeton, ND 58075
Charlene Koehler		1109 Sycamore	Fort Collins, CO 80521
Jonne Kraning	Counselor	217 Wildred Road	Berthoud, CO 80513
Harley T. Krein	New England	1200 N. Main	New England, ND 58647
Carolyn Kues	Loyola College	4501 N. Charles Street	Baltimore, MD 21210
Sherryl Lagrone	Pomona High School	8101 W. Pomona Drive	Arvada, CO 80005
Deborah S. Lanier	Homewood Elementary	2701 Main Street North	Conway, SC 29526
Nan Larsen	Fort Collins High School	1400 Remington	Fort Collins, CO 80524
Dena Lash	Private Industry Council	2245 Challenger Way, #104	Santa Rosa, CA 95403
Marti Latchaw	Arundel Sr. High	1001 Annapolis Road	Gambrills, MD 21054
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Leanne Law	Vocational Studies Ctr, UW-Madison	1025 West Johnson St., Room 964	Madison, WI 53706
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Frances Lewis		8201 Old St. Augustine Road	Tallahassee, FL 32311
Glenn Lokken	Bottineau Public School	301 Broader Street	Bottineau, ND 58318
Edward Lopez	Albuquerque TVI	525 Buena Vista SE	Albuquerque, NM 87106
Walter Lopez	San Mateo County ROP	One Rollins Road	Millbrae, CA 94030
Lloyd Lorenz	Lake Area Vo-Tech Center	Hwy 20 North	Devils Lake, ND 58301
Mark J. Lovato	Kearns High School	1455 W. 6850 S.	West Jordon, UT 84084
Anita Love	OK Dept. Vo. Tech Ed.	204 N. Broadway	Broken Bow, OK 74728
Wilma Jehn Lovejoy	State Dept. of Vo-Tech	P.O. Box 22	Fairview, OK 73737
Plumer Lovelace	Univ. of Wisconsin - Madison	225 N. Mills St., Tch Ed Bldg, 109	Madison, WI 53706
Minette G. Lovett	Green Sea Floyds High	Rte. 1, Box 461	Green Sea, SC 29545
Ray Lutovsky	Valley City Vocational Center	Box 30	Valley City, ND 58072
Marcia L. Lynn	Career Counselor	3565 Olive Svenue	Long Beach, CA 90897
Mae Macaraeg	Student Services	905 W. Laurel #308	Fort Collins, CO 80521
Ann Maloney	Hunteu High School	5600 W. 4200 S.	West Valley City, UT 84120
Gayle Manley	DOE/Bureau of Career Development	Florida Education Center	Tallahassee, FL 32399
Carrie Marr	Rocky Mountain High School	1300 West Swallow	Fort Collins, CO 80526
Nancy Maryanski	Pineview Elementary School	2230 Lake Bradford Road	Tallahassee, FL 32310
Georgia Masayesva	Northern Arizona University	P.O. Box 2	Kykotsmovi, AZ 86039
Blondell S. Mason	MacArthur Middle School	3033 Rockenbach Road	Fort Meade, MD 20755
Carolyn S. Mason	Centennial High School	330 E. Laurel	Fort Collins, CO 80524
Jeanne W. Matheson	Weber County Schools	165 W. 5100 South	Ogden, UT 84405
Judy Matthews		2540 LaPorte Ave.	Fort Collins, CO 80524
Karen Mayo	Wray Middle School	35200 County Road DD75	Wray, CO 80758
Donna D. McAdams	La Cueva High School	7801 Wilshire Ave. NE	Albuquerque, NM 87122
Kate McCaffrey	Colorado State University	AHD - Parmalee Hall	Fort Collins, CO 80521
Belinda McCharen	OK Dept. of Vo-Tech	1500 W. 7th Avenue	Stillwater, OK 74074
Lisa McCutchen	Loris Middle School	3410 Church Street	Loris, SC 29569

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Kate McKinnie	Thompson School District	2660 W. Monroe	Loveland, CO 80537
Clare C. McNiff	Maryland Dept. of Ed., Div-Instruct	200 W. Baltimore Street	Baltimore, MD 21201
Nikki McPherson	Mt. Clemens Middle School	161 Cass Avenue	Mt. Clemens, MI 48043
Barb McWhorter	Counselor	5503 Fossil Creek Drive	Fort Collins, CO 80526
Linda Meadows	FL DOE/Bureau of Career Development	233 Collins Bldg.	Tallahassee, FL 32399
Theresa Mennecke	Locust Grove High School	P.O. Box 399	Locust Grove, OK 74352
Jaime Mercado	Gadsen High School	Rt. 1, Box 268	Anthony, NM 88021
Gene Mercer	Loris Middle School	Church Street	Loris, SC 29569
Barbara Meyer	Granite School District	340 East 3545 South	Salt Lake City, UT 84115
Kathy Michaelson	Eastmont High School	955 N.E. Third Street	E. Wenatchee, WA 98802
Dennis W. Miller	Saginaw City Schools	1010 Hoyt	Saginaw, MI 48601
Allen Miller	Naches Valley High School	PO Box 159	Naches, WA 98937
Larry Miller	Moriarty High School	P.O. Drawer 20	Moriarity, NM 87035
Donna Miller	Anne Arundell County Schools	Riva Road	Annapolis, MD 21401
Nina Miller	North Layton Jr. High	1100 W. 2000 North	Layton, UT 84041
Linda Miller	Dept. of Ed., Bureau of Career Dev.	Florida Education Center	Tallahassee, FL 32311
Dennis Moddelmog	Fort Collins High School	1400 Remington	Fort Collins, CO 80524
Rosalie Montgomery	Socastee High School	4900 Sostee Blvd.	Surfside Beach, SC 29577
Jon F. Morse, Sr.	Clovis Unified School District	880 5th Street	Clovis, CA 93612
Elizabeth Moye	South Conway Elementary School	3001 4th Avenue	Conway, SC 29526
David P. Mulalley	Naches Valley High School	PO Box 159	Naches , WA 98937
Thomas Muller	Mt. Clemens Schools	161 Cass	Mt. Clemens, MI 48043
Thomas Muller	Mt. Clemens Schools	161 Cass Avenue	Mt. Clement, MI 48043
Bryan Myers	Aynor High School	P.O. Box 128	Aynor, Sc 29511
Ronald Nagy	COOR ISD	11051 N. Cut Road	Roscommon, MI 48653
Jane Nelson	Voc. Guidance Counselor	Box 126	Scranton, ND 58653
Mary Nettum	Griggs County Central High	Box 487	Cooperstown, ND 58425
Dolly Newberry	OK Dept. of Vo-Tech	PO Box 358	Bokchito, OK 74726
Bonnie Nielsen	Grange High	3690 S. 3600 W.	West Valley City, UT 84119
Laura E. Nilsen	Denver Public Schools	2650 Eliot Street	Denver, CO 80211
Carol O'Brien	Arapahoe Douglas Area Vocational	5833 S. Prince Street	Littleton, CO 80120
Phyllis Odle	Loris Elementary Annex	Spring Street	Loris, SC 29569
Arlene Olsen	Fairview Area School	1800 E. Miller Road	Fairview, MI 48621
Penny Olson	Red River High School		Grand Forks, ND 58201
Tammi Olson	Employment & Training Services	3842 S. Mason	Fort Collins, CO 80525
Carlos D. Orozco		438 Campus Heights	Flagstaff, AZ 86001
Ron R. Ortega	Tucumcari Area Vocational School	824 W. Hines	Tucumcari, NM 88401
Auleene T. Pabst	North Myrtle Beach Primary School		North Myrtle Beach, SC 29582
Emanuelle F. Pallia	Colorado State University	AHD - Ellis Hall	Fort Collins, CO 80521
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Megan Palmer	Colorado State University	Corbett Hall - AHD	Fort Collins, CO 80521
Tom Parent	Colorado State University	AHD Westfall Hall	Fort Collins, CO 80521
Harral Y. Peacock	Northglenn High School	601 W. 100th Place	Northglenn, CO 80221
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Ramona Perea	Home Education Livelihood Program	3423 Central Ave. NE	Albuquerque, NM 87106
Linda Peters	Grand Rapids Public Schools	G2, Rm 53, 143 Bostwick, NE	Grand Rapids, MI 49503
Barry Peters	Western New Mexico Univ.	P.O. Box 680	Silver City, NM 88062
Judy Peterson	Kearns High School	5525 A. 4800 Q.	Kearns, UT 84118
John W. Peterson	Delta - Schoolcraft	2525 Third Avenue South	Escanaba, MI 49829
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Susan Powell	Michigan Rehabilitation Services	25900 Greenfield #201	Oak Park, MI 48237

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Toni Radthe	Fort Collins High School	1400 Remington	Fort Collins, CO 80524
Rosita Ramsey	Granger High School	3690 South 3600 West	West Valley City, UT 84119
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Robert Reardon	Career Center R-28	Florida State University	Tallahassee, FL 32306
Nancy L. Reed	Librarian	308 Park Street	Fort Collins, CO 80521
Ann Reedsprings	Socastee Elementary	121 St. James Road	Myrtle Beach, SC 29575
Deanna S. Reeves	Granite Public School	507 W. 6th, P.O. Box 98	Granite, OK 73547
Cash Register	Western Okla Av-Tech	Box 1469	Burns Flat, OK 73624
Vance Rekdal	Steele Dawson School	Box 380	Steele, ND 58482
Jan Rimer	St. Joseph Co. ISU	Box 219	Centreville, MI 49042
Kenneth Rimer	Constantine Public Schools	750 Canaris Street	Constantine, MI 49042
Anita Risner	OK Dept. of Vo-Tech	9501 W. 136th St. S.	Bixby, OK 74008
Cheryl Roach	St. James Middle School	125 St. James Road	Myrtle Beach, SC 29575
Helen Roberts	Mt. Clemens Middle School	161 Cass Avenue	Mt. Clemens, MI 48043
Judith Robertson	Eaton High School	P.O. Box 8	Eaton, CO 80615
Mary Romaya	Warren Woods Tower High School	27900 Bunert	Warren, MI 48093
James Ronan	Quest	1062 G Street, Suite J	Arcata, CA 95521
Rich Rothaudt	Casper College, Dept. Head	Machine Tool Tech/Welding	Casper, WY 82602
Del Rothmann	Bottineau Public School	301 Branden St.	Bottineau, ND 58318
John Royer	Colorado State University	AHD - Newsom Hall	Fort Collins, CO 80521
Howard Sage	Issaguah High School	565 N.W. Holly	Issaguah, WA 98027
Ade Santana	Northern Arizona University	NAU Box 5774	Flagstaff, Az 86011
Stephen Schell	Poudre High School	Impala Drive	Fort Collins, CO 80521
Kim K. Schock	Elgin Public School	110 N.W. St., Box 70	Elgin, ND 58533
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Jeanne Slawson	YWCA AACD	167 Duke of Gloucester Street	Annapolis, MD 21401
Barb Slettenow	Rocky Mountain High School	1300 W. Swallow Road	Fort Collins, CO 80526
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Janice G. Smith	Aynor High School	P. O. Box 128	Aynor, SC 29511
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Betty Springs	Pee Dee Elementary	Juniper Bay Road	Conway, SC 29526
Martha S. Stanton	Myrtle Beach Primary School	612 29th Ave. North	Myrtle Beach, SC 29577
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Nancy K. Steelman		119 Butternut Drive	Chapel Hill, NC 27514
Jim Stewart	Coranger High School	3690 South 3600 West	West Valley City, UT 84119
Amy Stewart	Oakland University	62 Park Street	Oxford, MI 48371
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Kathleen Swanson	The Boeing Company	133 Union Ave. NE	Renton, WA 98056
Paul Swanson	Eldorado High School	11300 Montgomery Blvd. NE	Albuquerque, NM 87111
Carol Sybesma	Colon Community School	400 Dallas Street	Colon, MI 49040
Rita Taylor	Provo High School	1125 N. University Ave.	Provo, UT 84604
Andrea R. Taylor	Myrtle Beach Elementary	615G 37th Ave. N.	Myrtle Beach, SC 29577

Kirstine Taylor	Oakland University	42148 Lochmoor	Mt. Clemens, MI 48044
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Janice Thomas	Glen Bernie Sr. High School	7550 B & D Blvd.	Glen Burne, MD 21061
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Donna Tietmeyer	Roosevelt High School	616 North Second Street	Johnstown, CO 80534
Marion Tlurowski		5314 Shrewsbury	Troy, MI 48098
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Kenneth G. Trujillo	Albuquerque Tech. Voc. School	525 Buena Vista SE	Albuquerque, NM 87106
Miriam Tucker	Aynor High School	P.O.Box 128	Aynor, SC 29511
Jessica G. Vaught	Loris High School	Rt 4, Box 27	Loris, SC 29568
Tom Vauk		1707 Cheyenne #12	Loveland, CO 80538
Elvia Vazquez	Sonoma State University	18047 Lucas Street	Sonoma, CA 95476
Martha Vick	Mt. Crest High School	255 South 800 E	Hyrum, UT 84319
Leo F. Vipond	Harvey Public #38	200 North Street	Harvey, ND 58341
Susan Virenius	HH Dow High School	3401 Saginaw	Midland, MI 48640
Bridget Virkler	Northglenn High School	601 W. 100th Place	Northglenn, CO 80221
Bill Volz	Employment Counselor	1816 Orchard Place	Fort Collins, CO 80521
Jim Wagner	Cottonwood High School	3435 S. 1360 E.	Salt Lake City, UT 85106
Rebecca Wahl	Kent School District	25800 164th Street	Kent, WA 98042
Barbara Walters	OK Dept. of Vo-Tech	1500 West Seventh	Stillwater, OK 74074
David Wambheim	Wahpeton Senior High	221 No. 7th St.	Wahpeton, ND 58075
Debbie Wanamaker	Counselor	2420 W. Mulberry	Fort Collins, CO 80521
Wayne Warner	River Valley High School	15480 Three Oaks Road	Three Oaks, MI 49128
Ursula C. Watson	Center of Applied Technology	211 Central Avenue	Edgewater, MD 21937
Doug Weberg	Lake Area Vo. Tech.	501 West 15th Street	Grafton, ND 58237
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Mary Y. Wells	Leonard Wesson Elementary	2813 S. Meridian	Tallahassee, FL 32304
Evelyn Wesley	San Mateo Cty. Office of Education	One Rollins Road	Millbrae, CA 94030
Charlotte Whatley		224 Fishback Avenue	Fort Collins, CO 80524
James J. Wheeler	Mt. Clemens Middle School	161 Cass Avenue	Mt. Clemens, MI 48043
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Jennifer White	YUCA	7201 Paseo Del Norte NE	Albuquerque, NM 87113
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Marcia Widsom	Michigan Rehabilitation Services	25900 Greenfield, Suite 201	Oak Park, MI 48237
Laura Williams	River Valley Middle School	15480 Three Oaks road	Three Oaks, MI 49128
Dorothy Williamson	Creston High	1720 Plainfield NE	Grand Rapids, MI 49505
Gwen T. Winn	Daisy Elementary	Rt. 4, Box 62	Loris, SC 29565
Beverly Winter	Diggs-Johnson Middle School #162	1300 Herkimer Street	Baltimore, MD 21223
Nancy P. Wise	Counselor	1600 W. Plum #29A	Fort Collins, CO 80521
Kriss Wittmann	Student Services	1300 W. Stuart #1	Fort Collins, CO 80526
Robert H. Wood	Rocky Mountain High	1300 West Swallow Road	Fort Collins, CO 80526
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Randy Yaussi	Poudre High School	1725 Fremont Ct.	Fort Collins, CO 80526
Bobette York	Hobard Public Schools	215 N. Jefferson	Hobard, OK 73651
Bonnie Zervas	Warren Mott High School	3131 12 Mi. Road	Warren, MI 48092

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DESCRIPTIONS OF 98 REVIEWED CAREER DEVELOPMENT VIDEOS

VIDEO USAGE IN CAREER DEVELOPMENT PROJECT

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Colorado State University
Ft. Collins, CO 80823
303-491-6879

Funded by the National Occupational Information Coordinating Committee

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Descriptions of 98 Reviewed Career Development Videotapes Listed Alphabetically

America's Hospitality Industry - Ours is a Special World

The hospitality industry is growing very rapidly. Hotels, restaurants, and supplier companies will be searching for qualified employees during the years ahead. This video adds a new perspective on the variety of occupations and the career ladders in the hospitality industry.

Are You Ready?

Developed to help young people take the initial steps toward selecting a career. Designed to help young people realize that they have career options and can best take advantage of those options by setting goals and developing long-range career plans.

Basic Guide to Resume Writing and Job Interviews, The

In this video, students learn what today's employers are looking for and discover the key to successful resume writing. Included are the eight steps to landing a job: Your Resume, The Search, Penetration, Homework, The Interview, Decision Time, Your New Job, and Capitalize.

Be Your Best Self: Assertiveness Training

Shows students how to achieve their best self through constructive assertive behavior. Identifies the rights that are the basis for self-assertion and its goal of self respect; and demonstrates techniques for implementing them.

Better Jobs: Using the OOH

Encourages students to explore possible occupations in the Occupational Outlook Handbook before they graduate from high school. Emphasizes understanding one's interests, and finding jobs centered around those interests.

Black, Male and Successful in America

Designed to encourage dialogue among student, school, parent and community groups, it induces positive thinking by using historical and current role models.

Building Self-Confidence

Demonstrates that self-confidence is achieved in small steps: by taking a risk now and then, by learning to deal with putdowns, and through self-validation and encouragement from others. Shows students that the more often they are willing to take risks, the more likely they are to gain success.

Career Exploration for the 90's

Explores career options and sets viewers on the path to satisfying careers by helping them match their interests, aptitudes, likes and dislikes to one of the six personality types of the Holland Hexagon. Illustrates careers compatible with each personality type so students can make self-comparisons.

Career Journey, The

Designed to show how the world of work can be organized around four basic work tasks - working with data, ideas, people, and things. This approach can help viewers begin thinking more about their own interests and abilities, and how they might relate them to career or job choices.

Career Tracks

Designed to inform students about career opportunities in the automotive industry. Represents all segments of the industry, and is an informative way to help cultivate young people's interest in automotive related careers.

Careers for the 21st Century, Vol. 1, Program 1

Profiles real people in their careers as firefighter and veterinarian. Provides the viewer with a realistic view of education and job requirements, employment outlook, earnings, and contacts for more information.

Careers for the 21st Century, Vol. 1, Program 5--Entrepreneur/Coin Dealer, Structural Engineer

Profiles real people in their careers as entrepreneur/coin dealer and structural engineer. Provides the viewer with a realistic view of education and job requirements, employment outlook, earnings, and contacts for more information.

Careers in Biotechnology and Genetic Engineering

Features work-site visits and interviews with actual workers as they discuss their jobs/challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Three specific occupations are highlighted: Genetic Engineering Technicians, Bioengineers, and Biomedical Equipment Technicians.

Careers in Caring (HO-90-2000)

An overview of the five major divisions within the growing health-related industry, and can also be used as part of a powerful recruiting presentation by the health care staff.

Careers in Robotics

Features work-site visits and interviews with actual workers as they discuss their jobs' challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Three specific occupations are highlighted: Robotics Engineer, Robot Programmers, and Robotics Technicians.

Careers in Transportation and Material Moving

Features work-site visits with actual workers as they discuss their jobs' challenges, frustrations, and unique perspectives. Typical duties, skills required, job outlook, training required, and sources of additional information are discussed. Sample occupations include Tractor/Trailer Truck Drivers, Bus Drivers, Airplane Pilots and Navigators, and Forklift Operators.

Careers 2000: Where Do I Fit In

Helps develop the appropriate career decision-making skills necessary for making a sound occupational choice. Emphasizes the importance of personal information gathering such as interests, skills and abilities in determining career choice.

CHOICES: Nontraditional Jobs for the Nineties

Prepared to let the viewer meed New Mexicans who have chosen non-traditional technical careers, many of which were typically considered male or female careers. Emphasizes choosing a career based on interests and abilities rather than on stereotypes.

Choices in Health

Aimed at seventh and eighth grade students to acquaint them with the many opportunities in the health field. Connects interests such as sports, math, computers, art and science with specific health field specializations.

Culinary Careers: People, Professionalism, Service

Explores various careers in the food service industry. With the restaurant business booming, culinary schools are turning out more graduates than ever before. From chef to food writer to food consultant, opportunities in the culinary field are numerous, for both males and females. Culinary Careers is an excellent tool for familiarizing students with the on-the-job responsibilities of food service careers, as well as the necessary educational background and personal qualities needed to be successful in the field.

Did You Get My Message? (ES807)

Clear, concise speech, correct grammar, courtesy, and positive body language, such as eye contact and good posture, combine to produce the positive communication skills that employers require.

Dynamic Interviewing

Provides detailed pointers and examples of how the job-hunting manager (or manager-to-be) can improve his or her performance during job interviews and improve his or her chances of getting the right job. Shows managers what questions to ask the interviewer and how to answer the interviewer's questions. Selling yourself to the interviewer is illustrated with specific examples of what to say and how to say it.

Effective Answers to Interview Questions

Concentrates on the specific issue of answering open-ended problem questions often presented in the interview process. Teaches viewers to understand the true meaning of the questions asked so they might overcome potential negatives in their backgrounds and talk about their strengths.

Effective Interviewing Skills

Job seekers learn basics that improve their interview performances dramatically, such as ways to make the best first impression and using open-ended "problem" questions as an opportunity to present unique strengths. Also covered are techniques for closing the interview and for follow-up.

Effective Telephone Techniques

Demonstrates ways to use the telephone to get more interviews, how to get past the receptionist, and how to communicate the job seeker's market value to potential employers.

Entrepreneurship: A Vision for Everyone

Features the testimonies of seven young entrepreneurs who have vocational training. Their stories provide opportunities for discussion of the following issues: creativity, challenges from others, confidence in abilities, alternatives to college, transferrable skills, vocational student organizations, self-esteem building, value of education, independence, sources of financing, and hard work/long hours.

Finding the Right College

Shows college bound students how to select a school that is right for them academically, financially and socially. Students are encouraged to consider a variety of factors such as type of school, size, location, social life, majors available, academic standards, and financial aid availability.

Fitting In: A New Look at Peer Pressure

Designed to unite kids in their understanding of what peer pressure is; to provide them with the tools and skills they may use to deal with negative peer pressure, to provide some positive steps toward building self-esteem; and to promote positive peer pressure.

Four Stages of Interviewing, The

Designed to illustrate four distinct stages of the interviewing process, and to help the viewer learn how to best prepare for the interview by learning to anticipate what questions might be asked, thereby being able to control the direction of the conversation as well as the outcome.

From High School to College: Choice/Transition

Helps prospective students and their parents make the best possible choice when selecting a college. Viewers are taken through the selection process by students directly involved, and by those who have recently made their college choice. Provides concrete information about such issues as preparing for college while in high school, testing, campus visits, orientation, and the freshman year.

Getting a Good State

Excellent for any young person about to enter the job market. Using humor, it points out specific self-destructive behaviors and attitudes that are likely to get employees fired. Through re-enactments and discussions, helps young people to understand what attitudes and work habits are demanded by employers.

Go For It! A Career Video for Early Teens

Designed to promote students' awareness of the need to make personal career decisions by beginning to explore their options. Developed to convey its message to a diverse, multicultural student population.

Got a Job Interview? Learn the Skills

Shows viewers that by learning the right interview skills, they can maximize their chances for success. Singles out positive attitude as the number one job qualification. Shows how to prepare for an interview and illustrates the kinds of questions likely to be asked.

Has Anybody Seen Phil?

A drama about stress among teenagers. Designed to help individuals identify sources of stress in their own lives and to explore positive alternatives for dealing with that stress.

How to Keep a Job: Self-Management Skills

A.Helps students understand the importance of reliability, promptness, willingness to learn, and cooperativeness to job success. Emphasizes the key role of these self-management skills in determining an employer's perception of an employee's performance.

I Blew It: Learning From Failure

Shows students how to turn failure around and use what they learn from it to achieve success. Provides a step-by-step process to help them re-evaluate their goals and replace feelings of helplessness with a sense of control over their lives.

I Like Being Me: Self-Esteem

Makes students aware of the powerful impact their self-esteem has on their ability to behave in their own best interest. Shows them where this sense of self-worth comes from, how it is fostered by positive and negative feelings, and how it can be changed.

Identify Your Skills

Knowing your skills is important to select the right jobs and to do well in interviews, yet over 90% of job seekers can't describe their skills. This video shows specific activities to help identify hundreds of skills.

Images of Marketing Education (M-90-100)

The bridge between production and consumption...that's what marketing is. But marketing's effectiveness is influenced by a multitude of factors. Shows how marketing education in Missouri is setting the pace nationally.

Impact of Single Parenting, The

Addresses the questions: What are the impacts of single parenting on children both socially and emotionally? What problems do the parents themselves face?

It Only Takes Once

Designed to teach teens and pre-teens about responsible sexual choices: from saying "No" to using effective contraception. Combines humor with serious stories of teenagers who had to "grow up real fast."

it's a New World

Helps middle school students understand the importance of science and math to their futures. Motivates students to continue taking science and math classes in middle school, high school, and beyond in order to keep career options open.

Job Connection: Applying for Work

Job seekers explore the basics of filling out application forms. Through a TV game show format, employers and job seekers with varied employment histories share winning tips for success. They also discuss employment problems, such as being fired, laid off, out of work for extended periods, or inexperience. Possible solutions to these problems are presented. Recommended for use with high school students, people entering the job market, and adults who are in career transition.

Job Hunt: Staying on Track

Job hunters focus on themselves and the work world before choosing a direction for their job search. They then learn the most successful ways to locate job openings and how to stay organized and motivated as they pursue their objectives.

Job Interviewing

Offers a series of helpful tips on successful interviewing techniques. Introduces job seekers to the interview experience and demonstrates, from the employers' point of view, the characteristics of a successful interview.

Job Search: Locating Potential Employers

Part of a twelve unit video series that presents strategies on preparing for a job search and techniques for conducting it. The occasional use of a mime to deliver instruction adds a light touch.

Job Search Methods That Get Results

Explores the two most effective methods for a job search. The concept of "networking" and making direct contacts are presented in detail with techniques on how to utilize them to your advantage. The importance of considering small business is also stressed.

Job Survival Skills: It's a Jungle Out there

Examines the nine most common reasons for getting fired and what can be done to avoid them; and also focuses on positive things that can be done to increase chances of getting raises and promotions.

Let's Go: Success on The Job

Job hunters learn about three steps they can take for success on the job: Getting Started, Getting Up to Speed, and Getting Ahead. They also learn about basic employability skills and attitudes, such as honesty, loyalty, responsibility, and more.

Life After High School: Manufacturing Workers

Explores the relationship between work and school by examining unskilled, skilled, and professional positions in five manufacturing companies. Its mix of fantasy scenes, original music, and documentary footage is intended to help students think about the future, and even more importantly, about the present. Raises such vital issues about school and work as the realities of the work world, the relevance of high school, and the importance of learning how to learn. The video comes with a 3-lesson study guide and with a fact sheet containing educational levels and pay scales for every job portrayed.

Making Contacts: The Power of Networking

An exploration of how job seekers can use networking to find a job or advance their careers. Illustrates case of people who have used networking to land a job. Sets up scenarios of networking in action and gives guidelines designed to help viewers successfully use networking for maximum benefit. Covers: going to professional society meetings, following up on contacts, properly using business cards and filing systems, being persistent with networking, reading the trade press and networking on a variety of levels.

Marketing Your Vocational Skills-Competencies

Designed to connect vocationally trained graduates' skills with today's job market. Deals with three sections: Expressing Your Competencies, Uncovering Job Opportunities, and Dealing with the Interview.

Minou

Emphasizes the importance of self-sufficiency. Designed for the younger audience, it teaches this relevant lesson in a dramatic and positive way as students watch Minou, a beautiful and pampered cat, who suddenly must stand on her own and take care of herself.

Miracle Resume, The

Explains the basics of writing a resume, but places the useful information within a colorful story about Wayne Miracle, the hopeless comedian.

Mirror, Mirror

Depicts a female student discovering how important math and science skills can be in achieving success in non-traditional career choices.

Moving Up

Offers ways to turn a present job into a launching pad to a higher position. Shows viewers how to market their skills and value to their current organizations or a competing organization. Stresses the importance of the factors that influence how valuable someone is to his or her company. Details the best strategies someone can use right now to move up in the company.

Negotiating Competitive Salaries and Benefits

Tells job hunters and current employees how to conduct their own investigation to determine what salary they should be earning. Takes viewers through the actual salary negotiation process, giving step-by-step instructions on how to persistently negotiate for the best salary. Current employees are shown how to sell themselves and their value to their company as part of the effort to negotiate a salary increase.

Not Just a Job: Career Planning for Women

Introduces new ways for women to think about and plan careers. Shows a diverse group of eight women as they explore their individual values, interests and skills in a career development workshop. Designed as an overview to the career planning process to introduce new ideas and avenues to pursue.

Only the Good Need Apply (ES811)

Offers students helpful tips on making a good first impression on the job application. Stresses the importance of neat writing, honesty, using correct grammar, taking along a resume, and clearly answering open-ended questions.

Organize Your Job Search

Most job seekers find it very hard to structure their job search effectively. Techniques demonstrated include use of weekly and monthly calendars, sample daily schedules, follow up cards, and card file "tickler" reminder system.

Outside

Designed to help ex-offenders get back into the workplace. Provides ex-offenders with positive role models who have successfully re-entered the work force after overcoming much adversity.

Paper Job Search Tools

Tips are provided on the best ways to use paper search tools to get interviews, including the "mini resume", resume basics, application tips, cover letters, and tank-you notes.

Planning a Successful Job Hunt

Presents a systematic job-search plan for those who want or need a new job. Tells job seekers what they should be looking for in a new job in terms of salary and responsibility. Shows viewers how to organize and properly use their sources, such as contacts, want ads, headhunters, personnel departments and employment agencies.

Power of Choice, The - Self Esteem

Comedian/teen counselor Michael Pritchard visits high schools throughout the U.S. to help teenagers explore the issue of self-esteem: what it is, what it does for us, how we can enhance it, how we can undermine it, and how we affect the self-esteem of those around us. (Video package includes discussion guides)

Profiles: Peoples & Jobs

Journalistic-style interviewers probe the "who, what, when, where, and why" of six professional specialty occupations from the Occupational Outlook Handbook (OOH), listed as follows: civil engineer, electronics engineer, operations research analyst, computer systems analyst, human services case aide, and social worker.

Resume Experience, The

Shows how to organize skills and experience into a resume that is a useful marketing tool. Tells what to include and omit from each section of a resume.

Risk-Taking and You

Examines why teenagers are so inclined to take senseless risks, and challenges students to explore risk-taking in their own lives. The differences between healthy and unhealthy risk-taking are explored. special attention is focused on AIDS, teen pregnancy, drinking and driving, smoking, and drug use. Leading mental health experts discuss society's role in risk-taking and how the media--as well as pressure form peers--can contribute to a young person's tendency to take unnecessary chances.

Roofing Careers

To acquaint young people with the roofing trade and the career opportunities available. Describes in detail some of the features of the trade such as: learning skills while being paid (apprenticeship), versatility and constancy of work, physical nature of work, location of work, variety of kinds of work, and opportunity for advancement.

Self-Defeating Behavior: How to Stop It

Describes how many adolescents become involved in self-defeating behavior and negative thoughts loop. Shows positive modeling of appropriate behavior which fosters self-assertiveness, self-esteem and relaxation.

Self-Esteem- The Personal Development Series

Focuses on teaching young adults to overcome feelings of inadequacy and replace them with feelings of self-worth, self-respect and self-confidence through positive thinking and realistic goal setting.

Self-Image and Your Career

Shows young people why the key to good career decision-making is a clear, positive self-image. Helps them learn more about themselves - their personality type, aptitudes, life skills, and values - to clarify their self-image, and then use this information as a blueprint for future career choices.

Seven Phases of a Job Interview, The

Provides detailed information on the elements employers respond to when making a hiring decision. The seven phases of a job interview discussed are: before the interview, opening moves, the interview itself, closing the interview, follow-up, negotiating, and making a decision.

Seven Secrets to High School, The

Developed for educators to use prior to a student becoming an actual drop-out. Involves real life high school students and community adults and gives the message to incoming high school students to: get involved in extra-curricular activities, set goals, use self-discipline, develop a sense of humor, establish good study habits, exercise, and make time for self.

Take This Job and Keep It!

Emphasizes that to survive and grow on the job, one must be an active and contributing member of the team. Emphasizes teamwork, preparation, follow-through, honesty, and communication.

Teenage Parents: Making It Work

Follows a teenage mother through a day, raising issues concerning various needs and provides the solutions a teen mother has found successful. The message includes: stay in school, obtain work experience, and know the demands and personal conflicts in teen parenting - seen from a teen parent's point of view.

Teenage Stress

Helps teens understand what stress is, what some causes are, and how it can be avoided and treated. Helps them put their problems in perspective and to know that there are others who care and want to help.

Ten Fastest Growing Careers: Jobs for the Future Program 1 of 4

Discusses the major fields where workers are in demand: the health care and legal fields, hospitality and retail, education and human resources, business and computer technology. Using on-the-spot interviews to explore the daily routines of professionals, students learn about the day-to-day activities from people on the job. Only Part One, Legal and Health Care were part of this review.

Tips For a Successful Interview

Uses former job-seekers and present employers to describe good interviewing techniques. Emphasizes the importance of appearances, timing, and people skills. After watching this video, job seekers will have a better understanding of the interview process.

Tonia the Tree

Features a young people's story about the importance and the inevitability of growth and change. It shows students that some risks are worth taking and helps them appreciate that "growth doesn't come from the outside. Growth only comes from within."

Tough New Labor Market, The and What It Takes to Succeed

Presents substantial information on the challenges of the changing labor market. Provides thought-provoking insights into what people can do to prepare. Promotes improved career planning and job seeking skills along with on-going upgrading of professional skills as essential survival skills.

Transitions: Choices for Mid-Career Changers

Targeted specifically to older and displaced workers. Will help viewers see unemployment as a time to redirect themselves and their energies. An empathetic video with very good advice and a very upbeat ending.

Unbridled Opportunities: Careers in the Horse Industry

Designed for youth interested in horses who now seek an awareness to the careers and opportunities in the horse industry. Discusses careers that may not have been previously considered within the horse industry.

Waiting Room, The

This program takes a light-hearted look at the job interview process, providing the viewer with successful job interviewing strategies and tips on avoiding the five most common interviewing errors: lack of preparation, poor communication skills, lack of motivation, vague interests, and unrealistic expectations. The Waiting Room is helpful to those just entering the job market as well as viewers seeking a promotion or making a career change.

Whatcha Gonna Do Now?

A film emphasizing the importance of education and the pursuit of careers in the health fields. Provides an opportunity to examine the process of career exploration and planning for the future.

Why Work? Six Reasons You Are Better Off Employed

Gives positive, practical answers to one of the toughest questions asked by unemployed people, especially people that are chronically unemployed: Why should I work? Uses six reasons as the basis for motivating and empowering people to become employed.

Winning at Job Hunting in the 90's

Helps the viewer become a better job hunter by teaching a mathematically precise, uniquely effective total job hunting system. Package includes workbook.

Working

Designed to help young people learn to seek and gain employment, and to keep the job once they get it. Addresses the importance of teamwork, how to behave on the job, and the application and interview process.

Working Toward a Career

Demonstrates the value of Co-op, work study, work experience and related programs to students, parents, and employers; and is very useful as a recruiting and public relations tool.

Working With Your Supervisor

Shows how a young employee should get along with his/her boss by understanding what is wanted, expected and needed. Explains the importance of communication, honesty and forthrightness with the boss in order to build the trust that is a foundation of success in any job.

Would I Work With Me?

Working teens tell their peers what to expect in the adult working world and what it takes to be a good employee and to succeed on the job. Topics covered include motivation, customer service, punctuality, job performance, work schedules and communication.

Yes? No? Maybe? Decision-Making Skills

Fosters students' decision-making skill by demonstrating the importance of self-awareness, values and goal-setting in evaluating choices. Presents a five-step process students can use to gain confidence and competence in this indispensable skill.

You and Your Co-Workers

Deals with the importance of each person's relationship with co-workers. Shows how tardiness, absenteeism, goofing off, and failure to follow the rules affects co-workers.

You Can Choose!--Cooperation

An entertaining and thought provoking video series designed to help children develop a range of important life skills and a healthy self-esteem. Each tape presents an imaginative skit in which one character makes a tough choice with the help of a group of real elementary school children. In this program, "Cooperation," children learn that cooperation is a basic life skill that helps us work successfully in groups and interact harmoniously with others throughout life. In addition to learning cooperative behaviors, children see that everything they do involves choices and that they have the power within themselves to make the best choices.

Your Aptitudes: Related to Learning Job Skills

Introduces the concept of aptitudes and helps viewers understand what they mean and how they can be used in career exploration and planning. As people gain this information, they begin to develop a picture of their strengths and weaknesses.

Your Future: Planning Thru Career Exploration

Introduces and stresses the importance of career exploration and decision-making as important steps in planning for the future. Introduces the concepts of interests, temperaments, and aptitudes.

Your Interests: Related to Work Activities

Introduces the concept of interests and helps viewers understand what they are and the important role they play in career exploration and planning. Used to develop a broader understanding of the world of work and to explore potential career fields.

Your Temperaments: Related to Work Situations

Introduces the concept of work situations (temperaments) and stresses the importance of their role in career exploration and planning. Identifying likes and dislikes for certain types of work situations broadens a person's understanding of the world of work and potential career fields.

NATIONAL CAREER DEVELOPMENT COMPETENCIES

1. Knowing the importance of self concept, and learning the skills to maintain a positive one
2. Skills to interact positively with others
3. Understand change, growth and transitions
4. Understand the relationship between education and career opportunities
5. Develop positive attitudes and skills to participate in work and life-long learning
6. Locate, evaluate and interpret career information
7. Job seeking and changing job skills
8. Understand how society's needs and the economy influences the structure of work
9. Learn to make decisions
10. Understand the interrelationship of work and life roles
11. Understand changes in male/female roles and their impact on occupations
12. Understand career planning and be able to make transitions

From: Video Usage in Career Development Project
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